

Point of View

By John Lewis Gaddis

GREAT EPOCHS rarely pass without leaving behind ruins of one kind or another, and the cold war will be no exception. The Berlin Wall has been broken up into museum displays, sock-drawer souvenirs, and anonymous rubble. We have the abandoned missiles, bombers, and military bases, one of which has even been entombed in ash by an adjacent volcano, rather like Pompeii and Herculaneum. And then we have international-relations theory.

Intellectual archaeologists of the future are sure to puzzle over the belief once prevalent, chiefly within departments of political science in American universities, that the complexities of world affairs could be reduced to simple theories that would allow one not only to explain the past but also to predict the future. As the founding father of the field, Hans Morgenthau, once put it, the theoretical approach to the study of international relations would "increase the reliability of prediction and thereby remove uncertainty from political action."

That now looks like a very bad prediction, indeed, for none of our major theories of world politics came anywhere close to anticipating the end of the cold war or the (so far) peaceful disintegration of the Soviet Union. It will not do to claim, as some embarrassed theorists now do, that forecasting was never their intention in the first place, because the theorists repeatedly and explicitly set that task for themselves. Nor can they argue that the end of the cold war is an inappropriate test. International-relations theory was largely built on the study of the cold war; if it failed to foresee so fundamental an event as the disappearance of that conflict, then it is difficult to know where else we might expect it to succeed.

What accounts for the bankruptcy of a field that promised so much? The problem, I think, was not with the claim that one could turn politics into a science; rather it was with the *kind* of science that theorists of international relations tried to turn politics into.

Seeking objectivity, legitimacy, and predictability, social scientists in the United States set out after World War II to embrace the traditional methods of the physical and natural sciences. They hoped to bring to the study of politics the same emphasis on precise observation, rigorous quantification, and reproducibility of results that characterized work in physics, biology, and applied mathematics. But they did so at a time when physicists, biologists, and mathematicians, concerned about disparities between their theories and the reality they supposedly modeled, were gradually abandoning old methods in favor of new ones that accommodated indeterminacy, irregularity, and unpredictability—precisely the qualities that the social sciences were trying to leave behind. There was, in effect, a methodological passing of ships in the night: The "soft" sciences tried to become "harder" just as the "hard" sciences were becoming "softer."

The old Newtonian vision that science could not only account for, but also predict, all phenomena had begun to fade among "hard" scientists as early as the beginning of this century. Einstein's physics made time, like space, a relative concept; another element of certainty dropped away with Heisenberg's unsettling discovery that the very act of observing certain phenomena altered them, so that the precise measurement of one characteristic obscured others.

By the 1960's, it was becoming clear that two whole classes of phenomena existed, one which lent itself to prediction and one which did not. Prediction was possible where one or two variables acted under known or controlled conditions. But if the number of variables increased even slightly, or if the conditions under which they operated changed even a little, then one entered the realm of chaos; and although the boundaries of chaotic systems often can be specified, one can



CYNTHIA MAURICE FOR THE CHRONICLE

The Cold War's End Dramatizes the Failure of Political Theory

rarely predict the behavior of their particular parts at any particular time.

The classical scientific method had been to generate laws, and hence predictions, from experiments that limited the number of variables involved and controlled—sometimes quite arbitrarily—the conditions within which they operated. Newton's laws of motion, for example, assumed perfectly smooth balls rolling down frictionless inclines with no air resistance, a condition never actually encountered in the real world. Generations of students were taught that feathers and stones fall to earth at the same speed, despite obvious evidence that they never really do.

Predictability was achieved by removing the object being studied from its origins and its surroundings. One gained a vision of the future by shutting one's eyes to the past and the present. But the more one *observed* past and present, the more Heisenberg's principle came into play, and the less confidence one could have in one's ability to forecast what was to come.

Theorists of international relations use the methods of classical science when they seek to reduce the number of variables that they deal with, as Morgenthau did by insisting that all politics boiled down to efforts "to keep power, to increase power, or to demonstrate power." They embrace a Newtonian approach when they try to control conditions, as "neo-realist" theorists of international systems do who assume that the internal characteristics of states have nothing to do with their external policies. These theorists confuse clouds with clocks when they seek to encompass the complexities of human behavior with precise mathematical formulae. These theorists know that if they do not impose such exclusions, controls, and quantifications, complications will quickly overwhelm their analyses, and predictability will suffer.

EXERCISES OF THIS KIND can produce useful insights. So too can simple experiments in freshman physics. But such generalizations perform badly when applied to the real world: After all, from 1989 through 1991 the second most "powerful" state on the face of the earth did voluntarily give up power, despite the insistence of international-relations theory that this could never happen.

The construction of theory—at least in the traditional scientific method—requires departures from reality; but if forecasts derived from theory are to succeed,

they must account for reality. That is the paradox that theorists of international relations have been struggling, with such lack of success, to resolve. Theorists in the "hard" sciences gave up on it some time ago.

None of this is to say that a "science" of politics is impossible. It is only to suggest that political science, as it is still too often practiced, needs to catch up with real science: It needs to liberate itself from a level of experimentation and generalization approximating that of the freshman-physics laboratory. Such a liberation will require recognizing that reductionism may well yield predictions, but that those predictions will have little to do with the real world. True realism is that which acknowledges the power of contingency and therefore how limited our powers of prediction are always going to be.

To the extent that prediction is possible in international affairs, it is probably best done by focusing on long-term historical processes. Post-World War II theorists of international relations derived what purported to be universally applicable generalizations from a particular point in time, which was the height of the cold war. Apart from glancing references to Thucydides, they paid little attention to history or to the identification and characterization of its long-term trends. And yet, such trends are one of the few things about which one can feasibly make predictions: Precisely because they are long-term, they are not likely to disappear tomorrow.

THIS ANALYSIS suggests that the *evolutionary* sciences of geology and biology might provide better examples for the study of politics than more static disciplines like physics, chemistry, and mathematics. For in the earth and life sciences, time does pass, structures do evolve, and by looking at their pasts one can say something, in very general terms at least, about the future of such structures. Seismology may be an inexact science, but it does reveal to us the fault-lines along which earthquakes are going to occur, together with their approximate frequency. Natural selection may be very slow, but it does allow for the adaptation of organisms to environment—that is, for a kind of learning over generations—which might happen much faster if the organisms in question should turn out to be intelligent ones. Surely these approaches better approximate how the real world works than do the reductionist models of the "old" political science.

One might—at least as a thought experiment—construct a model capable of simulating all of international relations in all of their complexity. But the model would have to be of such complexity as to render it indistinguishable from that which was being modeled, which would rather defeat its purpose. So in practice, we tend to fall back upon the only known simulative technique that successfully integrates the general and the specific, the regular and the irregular, the predictable and the unpredictable: We construct narratives. But that, of course, is what novelists and historians do.

My point, then, is to suggest not that we jettison the "scientific" approach to the study of international relations, only that we bring it up to date by recognizing that good scientists, like good novelists and good historians, make use of *all* the tools at their disposal. They include not just theory, observation, and calculation, but also narrative, analogy, paradox, irony, intuition, imagination, and—not least in importance—style.

The alternative, I fear, is a science likely to take its place, alongside alchemy, phlogiston theory, and perhaps Marxism-Leninism, in the museum of antiquities.

John Lewis Gaddis, professor of history and director of the Contemporary History Institute at Ohio University, is the author of *The United States and the End of the Cold War: Implications, Reconsiderations, Provocations* (Oxford University Press, 1992).



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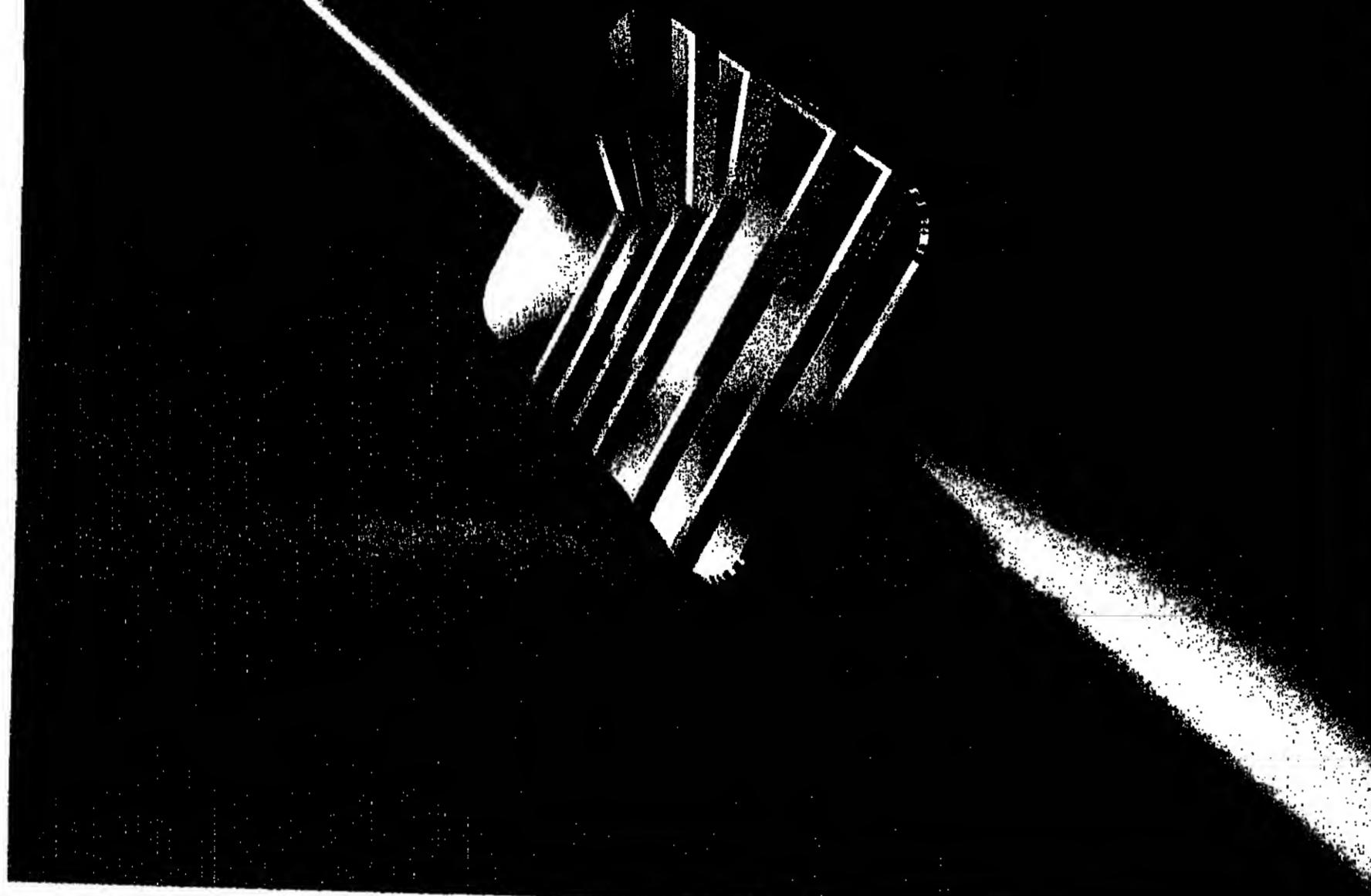
Early Retirement Catches On

When his university offered to credit Tony Bonadex with three extra years of service, he jumped at the chance. Stories start on Page A11.

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July 29, 1992

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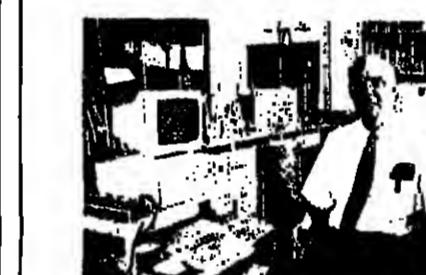
Lehigh's Jerry P. King



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ART AND LIFE IN AFRICA

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Footnotes

This has been a year of unlikely acquisitions for the Archives and Library of the Hoover Institution on War, Revolution, and Peace.

First, the bastion of cold-war research and polemics gained permission from the Committee on Archival Affairs of the Russian Federation to microfilm the previously secret records of the Communist Party, from the 1917 Revolution to the present—some 25 million pieces of paper in all.

Now the Institute has been given the archives of the Socialist Workers Party of the United States, a New York-based organization formed in 1928 by followers of Leon Trotsky.

The collection contains original manuscripts of Trotsky, including his letters and drafts of his biographies of Lenin and Stalin.

Among the more than 300 boxes of new holdings are documents that are expected to throw light on the American party's internal affairs and dealings with Trotskyist parties around the world. Also among them is an extensive collection of annotated speeches by Fidel Castro.

Hoover archivists said officials of the Socialist Workers Party had approached the institute because they were running out of space at their headquarters, and because they saw the value of adding their records of the international Trotskyist movement to the Hoover's existing Trotsky holdings.

As negotiators struggle haltingly toward some kind of resolution of the Israeli-Palestinian conflict, a group of scholars has been working toward providing a few answers of its own.

Last week, a study group of the American Academy of Arts and Sciences released a report outlining a set of nuts-and-bolts suggestions concerning steps to be taken in the transition between Israeli occupation of the West Bank and Gaza and Palestinian self-government.

The study group—made up of American, Israeli, and Palestinian experts on the Middle East—looked at what it called the “realities” of the transition period, such as the practical details of how to begin lifting restrictions on Palestinians’ political participation in ways that do not threaten Israeli security.

The report, said Everett Mendelsohn of Harvard University, a co-chairperson of the academy’s program on Middle East Security Studies and a member of the study group, was written with an eye toward demonstrating that specific steps to be taken in the transition period are “doable, non-threatening, and beneficial to both parties.”

The report, *Transition to Palestinian Self-Government*, written by Ann Mosely Leesch of Villanova University, will be available in August for \$10 from the American Academy of Arts and Sciences, 136 Irving Street, Cambridge, Mass. 02138.

Scholarship

Championing the Philosophy and Beauty of Mathematics

A professor argues that the subject is ‘the loveliest on the face of the earth’

By David L. Wheeler

JERRY P. KING believes he is a member of a highly productive but hidden professional subculture that produces works of extraordinary beauty, a beauty the general public rarely appreciates.

Mr. King, a professor of mathematics at Lehigh University, says mathematics is the loveliest subject on the face of the earth, even though it’s considered by the vast majority of people as something repulsive that should be shunned.

The scientific subculture of research mathematicians is largely invisible, says Mr. King, and few people understand that mathematicians have produced more new work in the last 50 years than they had in the previous 50 centuries. When he explains that fact in lectures to general audiences, they are incredulous. “How could it be?” they mutter. “How come no one told us?”

To remedy this situation, Mr. King has written a book, *The Art of Mathematics*, published by Plenum Publishing Corporation in May, that attempts to convince those who are not educated in mathematics that the subject is attractive. Mr. King uses arguments drawn from philosophy, aesthetics, art criticism, and mathematics itself to prove his point.

Mathematicians know two things about mathematics that non-mathematicians do not, Mr. King said in an interview. One is that all of mathematics flows from a few fundamental principles. The other is that mathematics, at its highest levels, is done for aesthetic reasons.

“You do it because it’s pretty,” he says, “not because it keeps airplanes in the sky or because it explains the economy.”

An Arch of Ideas

Calculus, Mr. King says in his book, is the gateway into beautiful mathematics. Calculus, he says, is an arch of ideas. Integral calculus, on one side of the arch, can answer questions about the speed, at any given instant, of a falling object. Differential calculus, on the other side of the arch, can answer questions about the areas of regions bounded by curved lines. The key-stone of the arch is “The Fundamental Theorem,” a terse equation that links the two kinds of calculus.

Mr. King says it is astounding that the two sides are connected. Why, he asks, should a formula for the area of a lake have anything to do with a formula for the motion of a penny pitched over the side of the Empire State Building?

Mr. King says it is astounding that the two sides are connected. Why, he asks, should a formula for the area of a lake have anything to do with a formula for the motion of a penny pitched over the side of the Empire State Building?

Yet without the fundamental theorem and the rest of calculus, he says, most scientific research could not exist. “Mathematics and science stand on calculus,” he writes, “as, in Florence, stands that sell the finest silk porcelain, and gold stand on the Ponte Vecchio.”

At worst, Mr. King believes he may be viewed as a crackpot. At best, he knows he will be considered a maverick. The prevailing trend in mathematics education, he says, is to sell mathematics as a toolbox for professional success in science and engineering. Mr. King would like to sell mathematics as a necessary part of a broader liberal education. He says he is a true believer in Bertrand Russell’s statement: “Not the mere fact of living is to be desired but the art of living in the contemplation of great things.”

No one can contemplate *all* of the great things without an understanding of mathematics, says Mr. King, who never uses the word “math” because he believes it is an uncomplimentary diminutive. To lack a

bodily or perceptible thing fabricated by an artist, but something existing solely in the artist’s head, a creature of his imagination.”

Upon reading that, Mr. King says he thought, “This guy is going to go to mathematics next. Mathematics exists entirely in the mind.”

Gesturing out to the Lehigh campus from his third-floor office, Mr. King says, “The number 6 isn’t out there. You can’t turn a rock over and find a 6.”

But Collingwood never mentioned mathematics, and Mr. King decided to create his own aesthetic theory. He wonders if mathematics might be able to provide an aesthetic theory for itself, but rejected that idea.

The problem is, he says, that if a mathematician creates a mathematical theory about what makes the best mathematics beautiful, then mathematicians would want a method of checking whether a particular piece of mathematics is beautiful according to the theory. But then the mathematical check itself might also have to be checked, if any assertions about beauty were to hold up. The check of the check would also have to be checked . . .

“It seemed to me there was the possibility of an infinite regression,” Mr. King says.

2 Defining Principles

Mr. King did succeed in devising two aesthetic principles that he thinks define beauty in mathematics. He calls one the principle of minimal completeness: Like a poem with no extra words, a beautiful theorem completely fulfills its mathematical mission without containing any extraneous elements. Mr. King’s other principle, of maximal applicability, simply holds that a mathematical “notion” can be widely applied throughout mathematics.

Art criticism also provided some answers to Mr. King’s quest. Borrowing from what is sometimes called the Dickey-Danto theory of art, after George Dickey, a professor of philosophy at the University of Illinois, and Arthur C. Danto, a professor of philosophy at Columbia and an art critic for *The Nation*, Mr. King proposes a “mathworld” that corresponds to the “artworld” that the Dickey-Danto theory proposed.

A central element in the Dickey-Danto theory is that art is art because it is presented to a public prepared by art criticism and art theory to accept and understand the art as art. The public was generally ready and willing to look at Andy Warhol’s Brillo Boxes as distinct from the ones they saw in the supermarket because critical theories prepared them to see the facsimiles as art. Mr. Danto has argued,

“Truth may choose to live in that world,” he says, “but beauty will not.” ■

But this creates a problem in mathematics. There are no mathematics critics, and

few mathematicians are trying to prepare the general public, much less the students in their calculus courses, to appreciate the aesthetics of mathematics, Mr. King says. Good research mathematicians are often boredly teaching what they already know, but he admonishes them to try to overcome that. “One cannot help being bored,” he writes. “Lawn mowing bores me. But I now anyway. And I now well.”

A Glimpse to Inspire Students

One way to inspire students, Mr. King believes, is to give them a glimpse of what research mathematics is like. For example, a question that intrigues research mathematicians, says Mr. King, is whether mathematics is being created or discovered. Are mathematicians making up new mathematics as they extend the work of previous generations, or are they discovering mathematics that is already “out there,” like the laws of physics?

Mr. King believes mathematicians are creating mathematics, but he says he is in the minority on this issue. If mathematicians are just discovering mathematics, he says, that leads to the question, “Who created it?”

Mr. King also worries about the future of beauty in mathematics research if mathematicians become married to computers. He doesn’t believe that a theorem that relies on the use of a computer to check it is “elegant,” the adjective of praise that is reserved for the best mathematics.

Mr. King cites the use of computers at the University of Illinois to solve what was known as the four-color problem. The mathematical question originally posed by the problem was whether any map drawn in a plane could be colored with four colors in such a way that all countries with a common boundary would not have the same color.

Before the problem was tackled by the mathematicians who finally solved it, researchers had been able to prove a theorem for five colors. No one had ever been able to draw a map that could not, in some way, be colored with four colors. But no one had been able to write a theorem proving any map could be colored with four colors.

Disturbing Proof by a Computer

The University of Illinois mathematicians set up a proof that said, essentially, that if any maps of a certain class could be colored with four colors, then all maps could be colored with four colors. They then used a computer to check all of the maps in the class that the theorem depended on. The computer said all maps in that class could be colored with four colors, and so the theorem was considered correct.

This sort of proof disturbs Mr. King. “Is it a proof if no human has checked it or can check it?” he says.

In his book, Mr. King writes that probably nothing is amiss with the proof. But he thinks that the reliance of mathematicians on computers could lead to “a world of disfigured mathematics.”

“Truth may choose to live in that world,” he says, “but beauty will not.” ■

Jerry P. King, a professor of mathematics at Lehigh U. “You do it because it’s pretty, not because it keeps airplanes in the sky or because it explains the economy.”



PHOTO BY H. SCOTT HEATON FOR THE CHRONICLE

Over Countless Chicken Pot Pies, a View of Working-Class Men

Due next month, 'Slim's Table' puts a human face on the usual statistical portraits of the ghetto

By Scott Heller

CHICKEN POT PIE is the special on Thursdays and Sundays at the Valois cafeteria on Chicago's South Side, where a sign beckons visitors: "See Your Food."

Mitchell Duncier discovered the hangout during his third year as a graduate student in sociology at the University of Chicago. Countless orders of his favorite dinner later, he has written a book about the place and its regulars, mostly working-class black men who, he argues, have been damned to invisibility in typical accounts of black America.

Slim's Table: Race, Respectability, and Masculinity puts the 31-year-old Mr. Duncier in heady company. Laudatory book-jacket blurbs came from Studs Terkel, Or-

"A lot of ethnographers irresponsibly adopt larger theories, whether Marxist or conservative, to tell their stories of social and cultural change."

Iando Patterson, and Houston A. Baker, Jr. Due out next month from the University of Chicago Press, the book will be reviewed in *The Nation* along with recent works about race by Mr. Terkel, Elijah Anderson, and Andrew Hacker.

This for a book that stands intact as Mr. Duncier's doctoral dissertation. He received his degree in June and is between his second and third years of law school at New York University.

Slim's Table focuses on the black men who gather daily for a hot meal and company at the cafeteria, which borders the university campus in Hyde Park. They include Slim, a quiet and well-respected garage mechanic; Harold, a self-employed exterminator; Ted, a former Army officer who develops photographs for *Playboy*; and Earl, an administrator at the Chicago Board of Education.

The book adds a human face to statistical portraits of the black ghetto, which have shaped public policy about race and poverty. It concentrates on what Mr. Dun-

cier sees as a forgotten majority—working-class men.

As one of the white "university types" who also eat at the diner, Mr. Duncier was slow to gain the trust of the older men. "It took years and years of being there, every single day for three meals a day," he says.

Mr. Duncier offers an admiring portrait of men who find community in the cafeteria who embody "quiet satisfaction, pride, inner strength and a genuine expressiveness." Yet they are caught between worlds, "morally isolated" both from mainstream white society and from a younger generation of black men.

The book opens with a lengthy description of the unlikely friendship between Slim and Bart, a bigoted and suspicious white man who hangs out at the cafeteria but scorns many of the other regulars. Slim and several of the others look out for the ornery Bart. They give him rides home on cold nights, and check up on him when he doesn't show up at the Valois for several days. Eventually, Slim contacts members of Bart's family when he is discovered dead inside his apartment.

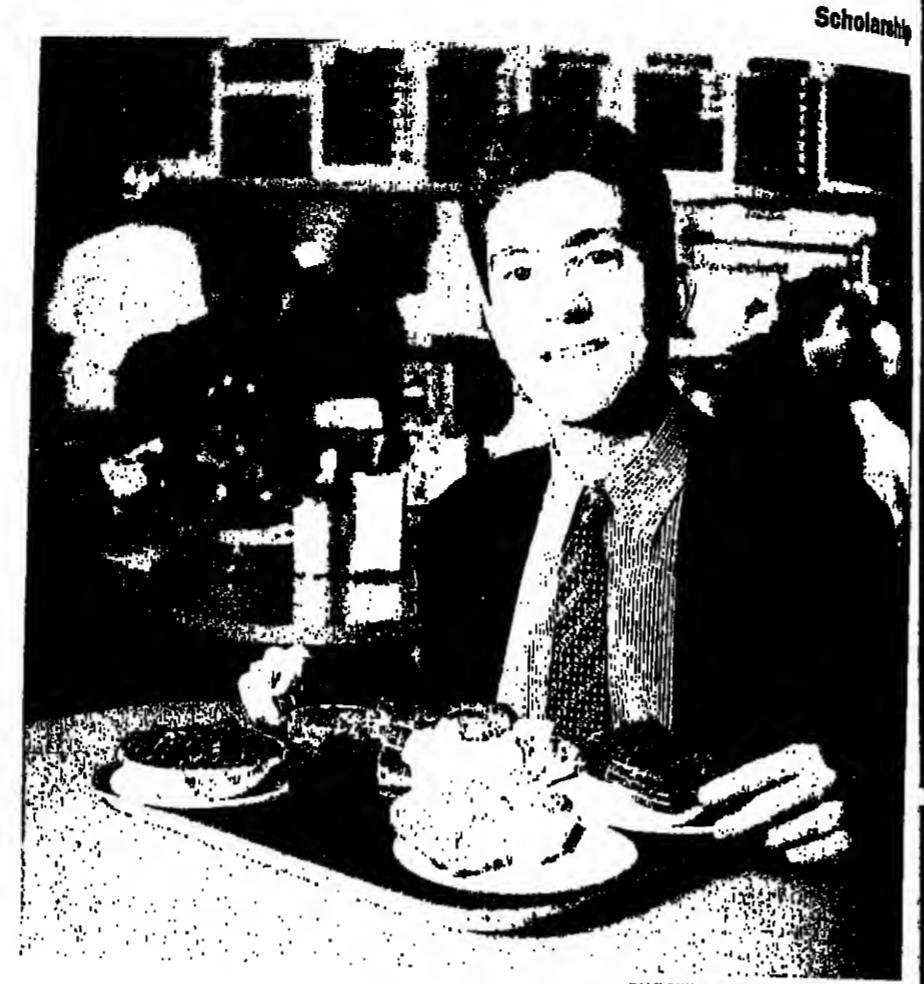
To Mr. Duncier, what happened between Slim and Bart is the kind of story that is ignored by journalists and sociologists trying to make sense of urban black life. They portray black men either as disaffected members of the underclass or as middle-class, Cosby Show yuppies, disconnected from the larger black community.

The men at Slim's table are neither, Mr. Duncier says. "These are not men who find it necessary to show others what 'kinda studs' they are," he writes. "By living in accordance with principles such as pride, civility, sincerity, and discretion, these men confirm for themselves—rather than proving to others—that they possess some of the most important human virtues."

Many Are Social Conservatives

"Ultimately, many of the men are social conservatives, critical both of affirmative-action policies and of black youth culture, including rap music. But because they are isolated, they play a minor role in steadyng their community," he writes in the book.

In a review to be published in *The Nation* next week, Micaela di Leonardo praises Mr. Duncier for working within the



HALF-YARD STRETCH, BABA, FOR THE CHRONICLE

view, on the way to Chicago to attend his official university commencement. Breakfast at a Park Avenue hotel is a long way from the Valois, where an order of bacon and eggs costs \$2.85.

Mr. Duncier rests a copy of Émile Durkheim's collected book reviews on the table. He is bringing the book back to Chicago to return to Edward Shils, his dissertation adviser, whom he acknowledges in *Slim's Table* as "a model professor, a monument of generosity and learning, elegantly deployed."

A leading advocate of an earlier Chicago school of sociology, which emphasizes qualitative research on city life, Mr. Shils encouraged Mr. Duncier to pursue the Valois project as a dissertation topic. The uni-

versity's sociology department is better known today for large-scale survey research projects produced by William Julius Wilson and his colleagues.

Slim's Table offers a different picture from that in the recent *Cool Pose: The Dilemmas of Black Manhood in America* (Lexington Books), written by Richard Majors of the University of Wisconsin at Eau Claire and Janet Mancini Billson of the American Sociological Association. *Cool Pose* details how young black men learn to act detached, to cope with racism.

A lot of ethnographers irresponsibly adopt larger theories, whether Marxist or conservative, to tell their stories of social and cultural change," he says. "I was bent on understanding the world through the eyes of my subjects."

"I didn't want to romanticize these men," he adds. "I tried hard to point out their hypocrisies—that while they don't want to be stereotyped, they'll stereotype the behaviors of young black men."

Still, he feels strongly that programs to help urban blacks will succeed or fail based on whether they mobilize the strength and support of men like those at the cafeteria, whom he calls "the greatest source of social control in the ghetto." With one year left in law school, he is unsure whether to pursue a career in sociology or in law, although he expects to deal with urban issues.

Too many accounts of the black community by reporters and sociologists are hurried efforts that reinforce stereotypes, Mr. Duncier argues. Men like the black regulars at Valois who aspire to the standard of respectability have been left behind by these "conventional, impatient treatments of their community," he writes in the book.

With the breakfast dishes cleared away, a waiter brings the check. Mr. Duncier leans over to take a look. "I've never seen a breakfast bill for \$33," he says, a little shocked. "You've got to go to the Valois."

Publishing

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Language Shift and Cultural Reproduction, Self, and Syncretism in a Papua New Guinea Village, by Don Ladd (Cambridge University Press; 100 pages; \$59.95). Examines why Gu-1000 speakers in the Sepik region are abandoning their own language in favor of more widely spoken vernacular. *Manufacturing Against the Odds: Small-Scale Producers in an Andean City*, by Hans Buechler and Judith Murru Becker (Westview Press; 125 pages; \$10.95). A study of artisans and small-scale traders in La Paz, Bolivia. *Society and Exchange in Nias*, by Andrew Beatty (Oxford University Press; 176 pages; \$45). Focuses on "feasts of exchange" in a study of ceremonial exchange and kinship on Nias, an island off Sumatra, Indonesia.

ARCHAEOLOGY

Death, Society, and Ideology in a Hohokam Community, by Randolph H. McGuire (Westview Press; 209 pages; \$35). Uses data from more than 200 graves to reconstruct the social structure of the early inhabitants of the Arizona site of La Ciudad (A.D. 725-1100).

ART AND ARCHITECTURE

War Art in the Service of the Empire, by Ryszard Zygielski, Jr. (New York University Press; 192 pages; \$50). Discusses flags, shields, tents, and other examples of the decorative military art of the Ottoman Empire.

The Staircase, by John Temple (MIT Press; 192 pages; \$19.95). *Studies of Hazards, Falls, and Safe Design* (210 pages; \$32.50). Examines the design, architectural history, and hazards of staircases; the two volumes are also available as a set for \$55.

CLASSICAL STUDIES

The Composition of Aristotle's "Athenian Polis": Observation and Explanation, by John J. Keay (Oxford University Press; 208 pages; \$39.95). Defends the attribution of the *Constitution of Athens* to Aristotle, and describes the text, discovered in the late 19th century, as one of an innovative, empirically based genre of cultural history.

The Baile Cliff Book II, edited by Philip Freeman (Cambridge University Press; 256 pages; \$39.95 hardcover, \$21.95 paperback). Edition, with commentary, of the second book of the first-century Roman writer's narrative of the war between Caesar and Pompey.

COMPUTER STUDIES

"Do Everything" Reform: The Reform of France E. Willard, by Richard L. Leman (Greenwood Press; 224 pages; \$49.95). A study of the 19th-century American suffragette and temperance leader.

The Rhetorical Uses of the Authorizing Figure, by Fidel Castro and José Mard, by Donald B. Rice (Praeger Publishers; 184 pages; \$39.95). Analyzes Mr. Castro's references to his 19th-century revolutionary predecessor, a leader in Cuba's struggle for independence from Spain.

EDUCATION

Technological Change, Innovation, Technology: Cases, by Stephen Dobson (MIT Press; 279 pages; \$35). Examines rhetorical aspects of the commercialization of new technologies, or how a product is perceived by those manufacturing it from the laboratory to the marketplace; examples include the role of technical writers in the emergence and design of a large-scale software product.

Object Logic Programming, edited by Mark Weiser (MIT Press; 325 pages; \$39.95). Includes original essays on type theory in computer science.

Press; 192 pages; \$25). Presents a model for determining the region-by-region costs of reducing carbon-dioxide emissions.

Corporate Takeovers and Productivity, by Frank R. Lichtenberg (MIT Press; 168 pages; \$29.95). Argues that the high level of corporate mergers and acquisitions in the United States during the 1980's contributed to increased productivity and international competitiveness.

Income and Inequality: The Role of the Service Sector in the Changing Distribution of Income, by Cathy Kasab (Greenwood Press; 176 pages; \$45). Considers how the rise in service-sector employment has affected aggregate community income in rural and urban areas of the United States.

Urban Public Finance in Developing Countries, by Roy W. Bahl and Johannes Linn (Oxford University Press; 568 pages; \$39.95). Presents a method of evaluating a developing country's capacity to maintain and expand its urban infrastructure.

Urban Structure and the Labour Market: Worker Mobility, Commuting, and Underemployment in China, by Wayne Simpson (Oxford University Press; 216 pages; \$48). Examines the relationship between workplace location and such problems as underemployment.

FILM STUDIES
Blo/Plus: How Hollywood Constructed Public History, by George F. Custer (Rutgers University Press; 304 pages; \$40 hardcover, \$14.95 paperback). Explores the ideological character of biographical films produced by major Hollywood studios from 1927 to 1960.

Visions of Empire: Political Imagery in Contemporary American Film, by Stephen Prince (Prager Publishers; 240 pages; \$47.95 hardcover, \$13.95 paperback).

Considers how *Top Gun*, *Salvador*, and other films acted as vehicles for the expression or critique of mainstream political and social values in the 1980's.

GEOGRAPHY
Contested Lands: Conflict and Compromises in New Jersey's Pine Barrens, by Robert J. Mason (Temple University Press; 272 pages; \$44.95). Examines conflicts over land-use restrictions on the reserve, which is administered by a 15-member commission appointed from the local, state, and federal levels.

HISTORY
Violence and Death in Early Colonial Mexico: Simulating Amerindian Depopulation, by Thomas M. Whitmore (Westview Press; 261 pages; \$36). Uses a computer-based model to estimate the indigenous population of Mexico before and after the Spanish conquest.

ART
Anteocentric Liberalism: The Social and Political Thought of Jacob Burckhardt, John Stuart Mill, and Alauda de Toqueville, by Alan S. Kahan (Oxford University Press; 240 pages; \$39.95). Argues that the three men shared an aristocratic liberalism characterized by such attitudes as a distaste for the working and middle classes and an opposition to the commercial spirit.

THE BUSINESS OF NEWSPAPERS *On the* *Continued on Following Page*

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With Ice-T under fire for "Cop Killer" and Sister Souljah on the cover of *Newsweek*, rap music continues to stir controversy.

Coming soon are writings from a posse of academics who, in general, defend the music and its attackers. Their work also marks a generational dividing line between academics who consider rap as a literary form and a younger group that writes about the music, the marketing, and the dance styles.

Houston A. Baker, Jr., of the University of Pennsylvania will publish *Black Studies, Rap, and the Academy* with the University of Chicago Press next spring. The book includes a discussion of the 2 Live Crew obscenity trial and the Central Park "wilding" incident. Mr. Baker is bound to get some people angry with one point: He argues that even though most rap music is politically progressive, 2 Live Crew's album should have been banned as obscene.

In the fall of 1993, Temple University Press plans to publish *Droppin' Science: Critical Essays on Rap and Hip Hop Culture*, edited by William Eric Perkins. The book includes articles on Los Angeles-based "gangsta" rap by a University of Michigan historian, Robin D. G. Kelley, and security and insurance at rap concerts by Tricia Rose of Rutgers University.

Mr. Kelley and Ms. Rose are academics who grew up with rap and hip-hop music. Now, Mr. Kelley says, "there are people jumping on the hip-hop bandwagon and they've only listened to four CDs. It shows a disregard for the complexity of it all."

Janet M. Francendese, senior acquisitions editor at Temple, on the other hand, admits that she often can't tell one rap song from another.

Hot Type

And she isn't really sure what "droppin' science" means. (The answer: to disseminate knowledge.)

Duke University Press has already reaped rewards from rap. *Black Sacred Music: A Journal of Theomusicology* devoted a special issue to rap and quickly sold out its 1,000-copy run. The press reprinted the issue and may expand it into a book.

Wesleyan University Press and the University of Minnesota Press are in the market for rap-related books, editors there say. They warn, though, that sophisticated scholarship is still rare. Editors at several presses have approached Ms. Rose about turning her Brown University dissertation into a book. Her take on the music? Like other popular-culture forms, rap is full of contradictions, laying bare the "tensions between profit, pleasure, and consumption." Says Ms. Rose: "I'm not uncomfortable with rap's flaws because I don't expect rappers or people who listen to rap to be Gandhi."

Niko Pfund was sitting at his desk at New York University Press when the phone rang and suddenly he found himself talking to Ruth Westheimer. "Dr. Ruth" is an adjunct professor at NYU and had a book project she wanted to discuss with Mr. Pfund, an editor at the press.

Dr. Ruth told Mr. Pfund that she had been watching television and had seen footage of the airlifts last year of Ethiopian Jews from Addis Ababa to Tel Aviv. A Holocaust survivor who emigrated to Israel when she was 17, Dr. Ruth was moved by the sight of thousands of people thrust from isolated villages into modern Israeli society. Wanting to make their exodus better known in the West, she began raising money and eventually had enough to produce a documentary on Ethiopian Jews and their assimilation into Israeli society.

Dr. Ruth knew the press would be releasing a book by Stephen Kaplan, an expert on Ethiopian Jewry and chairman of the African Studies Department at the Hebrew University of Jerusalem. Mr. Kaplan's book, *The Beta Israel (Falasha) in Ethiopia: From Earliest Times to the Twentieth Century*, is being published this month. She wanted to know if the press would be interested in publishing a companion volume to the documentary.

The day after the phone call, Dr. Ruth was in Mr. Pfund's office. After a meeting with the director, the press signed a contract with her on the spot. "She kissed both me and my director twice on both cheeks, reiterated how 'festive' it was that we would be working together and off she went, contract in hand," Mr. Pfund says. "It was the first time in my life that a book was introduced and signed at the same meeting."

In October, PBS will air "Surviving Salvation: The Ethiopian Jewish Family in Transition." Shortly after, the press will release the book of the same title, written by Dr. Ruth and Mr. Kaplan.

NEW SCHOLARLY BOOKS

Continued From Page 1
Western Frontier, by Barbara Cloud (University of Nevada Press; 288 pages; \$27.95). Focuses on the economic challenges of newspaper publishing on the Western frontier from 1846 to 1890.

Camp Floyd and the Mormons: The Utah War, by Donald R. Moerman with Glenn A. Sessions (University of Utah Press; 332 pages; \$29.95). Examines Mormon reactions to the presence of U.S. Army troops in the Utah Territory from 1857 to the abandonment of Camp Floyd at the outbreak of the Civil War.

The Catholic Church in Peru, 1821-1898: A Social History, by Jeffrey Klaber (Catholic University of America Press; 417 pages; \$49.95). Focuses on the church's responses to political and social movements since Peru's independence from Spain in 1821.

Kikuyu Women, the "Mau Mau" Rebellion, and Social Change in Kenya, by Cora Ann Prostek (Westview Press; 213 pages; \$32). Examines the experiences of Kikuyu women under British colonialism, and describes their role in the anti-colonial Mau Mau rebellion.

Philanthropy and the Hospitals of London: The King's Fund, 1897-1990, by P. K. Prochaska (Oxford University Press; 330 pages; \$65). Discusses the philanthropic fund that was the chief source of support for "voluntary" hospitals in London before the creation of the National Health Service.

Voyager from Xanadu: Rabindranath Tagore and the First Journey From China to the West, by Morris Rossabi (Kodansha International; 219 pages; \$25). Describes the voyage from China to Paris of a Christian monk who set off on a religious pilgrimage to the Middle East in the 1720's and then was dispatched to Europe by the Mogul ruler of Persia to ask for help in a campaign against the Egyptian rulers of the Holy Land.

Women's Orient: Englishwomen and the Middle East, 1712-1918: Sexuality, Religion, and Work, by Bille Melman (University of Michigan Press; 440 pages; \$39.50). Discusses the writings of female travelers, scholars, missionaries, and other visitors to the re-

gion whose observations of Islamic culture challenged patriarchal notions of the exotic.

LINGUISTICS

Locality: A Theory and Some of Its Empirical Consequences, by Maria Rita Muniz (MIT Press; 192 pages; \$35 hardcover; \$16.95 paperback).

Move as Conditions on Its Application and Output, by Howard Lasnik and Mu-

riño Selig (MIT Press; 230 pages; \$29.95). A work in syntactic theory.

PHILOSOPHY

Natural Law Theory: Contempory Essays, edited by Robert P. George (Oxford University Press; 384 pages; \$39.95). Includes original essays on natural law theories of morality, law, and politics.

Talk About Beliefs, by Mark Crimmins (MIT Press; 224 pages; \$25). Defends the notion that in reporting a person's beliefs, one is making claims about both the propositional content of those beliefs and cognitive representations.

Design in Puritan American Literature, by William J. Scheick (University Press of Kentucky; 167 pages; \$25). Examines how William Bradford, Anne Bradstreet, and four other Puritan writers used language to celebrate divine artistry while avoiding the problem of authorial self-doubt.

Dreaming in the Middle Ages, by Steven F. Kruger (Cambridge University Press; 272 pages; \$39.95). Ex-

Judge Says Corporations Must Pay to Reprint Copyrighted Articles

A federal judge ruled here last week that corporations that copy scientific articles for internal use must obtain permission and compensate the copyright holders.

The decision came in a suit filed by a group of journal publishers against Texaco Inc. U.S. District Judge Pierre Leval of the Southern District of New York ruled that the "fair use" doctrine did not give Texaco or other companies the right to use articles without permission.

Texaco officials could not be reached for comment when the decision was handed down last week. Karen Hunter, vice-president and assistant to the chairman at Elsevier Science Publishers, said the decision was a "landmark" for journal publishing. Elsevier was one of the publishers that sued Texaco.

Ms. Hunter said that, traditionally, publishers and authors had been assured of fair compensation because companies that wanted to distribute journal articles would buy multiple copies. "In the simple world of the past, if a company had 12 sites, you sold 12 copies," she said.

With widespread electronic communication, she said, publishers and authors have lost out because some large companies have bought single copies and then distributed them widely. "The easier

it is to photocopy, the easier it is to put the articles over a network, the more sales are very seriously hurt by that copying," Ms. Hunter added.

Elsevier and other publishers tried to negotiate an agreement with Texaco, she said, but the company was willing to make "only token payments."

Rates Vary Widely

Other companies, she said, have agreed to seek permission to use individual articles or entire journals on either a per-article or per-journal rate. The rates vary widely, depending on the publisher and the proposed use of material, Ms. Hunter said.

She added that it was hard to determine who would benefit the most from the ruling, in a financial sense.

Authors have different kinds of agreements with journals, she said, and journals have varying arrangements with the companies or scientific societies that manage the journals.

"The flow of funds will depend on the ownership of the journal," she said.

Ms. Hunter stressed that the publishers did not want to inhibit the availability of journal articles, but only to insure fair payment for them. "The last thing anyone wants is to stop their material from being used," she said.

Personal & Professional



R. Kenneth Hutchinson, associate vice-president for human resources in the U. of Missouri system: "This was a humane way of dealing with some very difficult budget issues."

ELI RITCHMAN FOR THE CHRONICLE

Colleges Debate Benefits of Early-Retirement Plans as a Way to Shrink Budgets and Avoid Layoffs

A humane approach to reducing faculties and staff, or firing a cannon into a crowd?

By Denise K. Magner

AS COLLEGES and universities feel the squeeze of reduced revenues, more and more are resorting to early-retirement incentives as a way to shrink their operations.

Campus administrators say early-retirement programs are a more "humane" approach to reducing the size of their faculties and staffs—and are more politically palatable—than layoffs or program cuts.

"It's a means of getting smaller gracefully," says R. Kenneth Hutchinson, associate vice-president for human resources for the University of Missouri system, which this year offered employees a one-time-only incentive to retire early. "This was a humane way of dealing with some very difficult budget issues."

Incentives Vary

Early-retirement incentives vary from campus to campus. Typically, colleges offer to add three to five years to employees' service records or to calculate their pension benefits as if they were three to five years older—both of which result in a higher pension. Some colleges limit who is eligible—for instance, requiring employees to be at least 55 years old. While they face added costs for the early-retirement incentives, colleges win by saving on salaries and certain benefits.

Of 1,700 faculty and staff members who

were eligible at Missouri, about 700 took advantage of the early-retirement incentives. Some of the positions will be refilled, but many will not. The savings will be used to pay for deferred maintenance on the system's campuses and other unmet needs, Mr. Hutchinson says.

It is unclear just how much the system will save after filling some of the positions. Mr. Hutchinson says the retirees accounted for about \$23-million a year in payroll costs, and he estimates that the annual savings will be roughly half that amount. A portion of the savings will be used to pay for the incentive plan. The added pension benefits will cost \$2.5-million a year for the next 20 years.

Many academic deans and benefits specialists caution that early-retirement plans can have unintended consequences and may not be the most rational way to restructure institutions. Such plans can leave some departments decimated, they say, while others are untouched.

"It's like firing a cannon into the crowd," says Robert M. Wilson, vice-president emeritus of the Johns Hopkins University and a benefits consultant. "You just don't know who you're going to hit. You may find out that you're producing exactly the wrong kinds of results."

Some critics contend that early-retirement plans may end up costing more than

they save if the incentive is too generous and if institutions replace the retirees instead of eliminating some jobs.

Says Katharine H. Hanson, executive director of the Consortium on Financing Higher Education: "Until now, the reasons for using early-retirement plans were not so much financial savings, but concerns about changing the curriculum, revitalizing departments, or perhaps doing more affirmative-action hiring."

"What you're hearing now is, 'Let's use early retirement to reduce the size of the faculty altogether.' "

One-Time-Only Offers

Dozens of public and private colleges offered special incentives in academic 1991-92 to encourage early retirements.

Over the last year or two, many public institutions have been creating one-time-only early-retirement plans and giving employees only a few months to decide whether to take advantage of them. Some, such as Missouri and Central Michigan and Bowling Green State Universities, offered the incentives on their own initiative. Others, such as the Connecticut State University System, acted under state mandates that applied to all public employees.

Some private institutions, such as Harvard University, offered early-retirement plans. *Continued on Following Page*

Colleges Debate the Benefits of Early-Retirement Plans

Continued From Preceding Page
incentives but only for staff members. Ms. Hanson says many private colleges already had early-retirement plans in place but decided to offer enriched incentives in an effort to reduce their size.

The trend promises to continue, particularly in economically troubled states such as California. This month the Board of Regents of the University of California system approved a second early-retirement incentive plan to be offered in the fall. About 3,500 employees of the approximately 8,500 who were eligible for the first plan in 1991 took early retirement, saving the system \$75-million. Roughly half of the 3,500 positions were eliminated, a spokesman for the UC system says. An additional 8,000 employees are eligible for the second plan.

Part-Time Roles

Administrators on some campuses are spending the summer dealing with the fallout of losing dozens of experienced faculty and staff members to early retirement. Many are scrambling to hire people—usually at the lower-paid rank of assistant professor—to replace some of the retirees. Others will bring the retirees back to their campuses this fall in part-time roles. In many instances, officials are not rehiring.

At the University of California at Berkeley, about 160 faculty members of the 1,650 eligible took the early-retirement incentive offered in 1991.

Berkeley has compensated for the loss of faculty members by hiring lecturers and visiting professors, retaining some of the retirees to teach on a part-time basis, enlarging some classes, and making more use of recent doctoral recipients as teaching assistants, says John L. Heilbron, Berkeley's vice-chancellor.

The second early-retirement plan just approved by the UC regents may have a more damaging impact on the Berkeley campus, he says, in part because it may induce younger faculty members to retire. To qualify, employees must be at least 50 years old.

Faculty members are eligible if the sum of their age and years of service equals at least 78. Still, he and others at Berkeley say that losing professors to early retirement seems like a luxury when the alternative is to lay off tenured faculty members.

Easy Way Out

Officials on other campuses are not so sure. An administrator at one of the University of Missouri campuses calls the system's early-retirement plan a "disruption" and believes officials took the easy way out. "Selective program elimination would be the better route," says the official, who asked not to be named. "It's a tougher route, but that's what administrators are paid to do—to make the tough decisions."

Employees had to be at least 55 years old to be eligible for Missouri's incentive plan. Under the system's retirement formula, a 55-year-old professor with a salary of \$50,000 and 30 years of service

would receive an annual pension of \$31,995 with the early-retirement incentive, compared with \$21,331 without the incentive.

At the Columbia campus, about 104 faculty members and 197 staff members—about 40 percent of the 742 who were eligible—took early retirement. The campus had a total of 1,944 faculty members and 3,657 staff members.

With solid planning, says Larry D. Clark, dean of the College of Arts and Sciences at the Columbia campus, the savings from the early retirements should make the campus stronger. But he fears that some salary inequities may result in the process of hiring new professors to replace some of the retirees. To recruit new faculty members, the university will have to pay the salaries demanded by the job market, while the salaries of current professors have not necessarily kept pace with the market, he says.

Effects on Administrations
Administrative operations can also be shaken up by too many retirements. Mr. Otto at the Columbia campus says the university's payroll and cashier's offices lost eight of 30 employees.

Many of those who retired knew the payroll system intimately, and

Many Early-Retirement Plans Offer Professors Better Benefits and the Option of Maintaining Ties to Their Institutions



Tony Bonadies: "I'd have to wait an additional three to four years to get the same kind of retirement package I was able to get now."

Tony Bonadies wasn't even thinking about retiring from his job as chairman of the art department at Southern Connecticut State University. He was only 61 and still had a son in college. But when officials unveiled an early-retirement incentive plan in academic 1991-92, he took the bait.

"I'd have to wait an additional three to four years to get the same kind of retirement package I was able to get now," he says. Under the university's incentive plan, Mr. Bonadies was credited with three extra years of service, which increased his pension benefits.

Faculty members decide to retire for a variety of reasons. Some leave because of poor health. Some want to change careers. But the main reason, usually, is that it makes financial sense.

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would receive an annual pension of \$31,995 with the early-retirement incentive, compared with \$21,331 without the incentive.

"We lost 2 of 5 anthropologists, 6 of 14 biologists, and virtually the entire vocational-educational area," Ms. Beyard says.

The early-retirement plan has helped the university deal with a budget shortfall caused in part by lower state appropriations in recent years, Ms. Beyard says. The university has saved about \$900,000 by replacing the retiring full professors with lower-paid assistant professors.

Sometimes institutions have had no choice about offering early-retirement incentives. The four campuses in the Connecticut State University System lost nearly 140 of their 1,030 faculty members this summer as a result of an early-retirement option offered to all public employees in the state. The university system was not seeking to cut its workforce, but got caught up in the state's effort to balance its budget, says David C. Newton, vice-president for personnel in the Connecticut system.

"We're all sick and tired of going to retirement parties," Mr. Newton says. "Was there a better course of action for the state? Probably not."

Mr. Newton says he has no figures as yet for how much money the plan saved the system. But he says the average salary of the retirees was \$54,000, while the average salary of the replacements is between \$32,000 and \$42,000.

Central Connecticut State University alone lost 62 professors to early retirement, about 15 percent of those who retired knew the payroll system intimately, and

With all the new faces on the campus this fall, Ms. Beyard says, "there will be a sense of the ground shifting under our feet."

Normally, the autumn faculty orientation is a day-long affair, but she's planning a series of seminars on faculty-development opportunities and other topics to take place throughout the first semester.

"We'll weather this," she says, "and end up being a stronger university five years down the line. But it will take several years of transition."

Four people who have agreed to serve on the committee are William F. Massy, director of Stanford's Institute for Higher Education Research; Michael O'Keeffe, executive vice-president of the McKnight Foundation; James R. Mingle, executive director of the State Higher Education Executive Officers; and Jennifer Alstad, 1991-92 student-body president at the University of Minnesota-Twin Cities. Mr. Heydinger says he wants to add up to 12 more members, including business leaders.

"That says to me that some publishers have found that there is money to be made on their networks, so they are going to try to make us pay for information that has been available 'free' to everyone in the past," he said.

"I have thought of the Internet as one of our best efforts at distributing information to anyone in the world on an equal basis, but publishing guides to this system on a 'for sale' basis will erode the democracy of the system," he said.

Mr. Tyckoson speculated that publication of Mr. Kehoe's guidebook could mark "the beginning of the end of free access to electronic information through the Internet."

An Added Bonus

Many academics who retire early maintain ties with their institutions. Mr. Bonadies says he, too, isn't ready to sever all his ties with Southern Connecticut. He'll be working part-time as director of the campus art gallery this fall.

While early-retirement incentives induce some people to retire who wouldn't do so otherwise, they provide an added bonus for those who were going to retire anyway.

One such person is Gene A. Brucker, a professor emeritus of history at the University of California at Berkeley. He had decided to retire before he learned about the early-retirement incentives offered by the UC system last year. His pension is based on years of service, and the early-retirement incentive added five years to his service record. "It added quite a bit to my pension," he says.

Mr. Brucker plans to spend his days traveling and continuing his research on the subject of Florentine history.

While he is still reading dissertations for some graduate students, the 67-year-old scholar has no plans to continue teaching part-time at Berkeley and has given up his office.

"I've done it long enough," Mr. Brucker says. "I was getting tired. For me, the great benefit is I don't have to worry about tomorrow's lecture."

Mr. Brucker, an artist, plans to

Personal & Professional

New Group Aims to 'Restructure' Nation's Colleges

By KIT LIVELY

A small organization with big ambitions is being formed to help colleges improve their academic quality while cutting costs.

The group, the Alliance for Higher Education, wants colleges to "restructure" themselves, thinking how they approach parts of campus life from the curriculum to the administration and their compensation practices.

The idea is the brainchild of Richard B. Heydinger, a former lobbyist and vice-president for internal affairs at the University of Minnesota who says he is drawing on many concerns he has had from the public in recent years.

Having new faculty members on campus, though, translates into a few added expenses: Junior faculty members are still getting established in their fields and need money to travel to conferences. New scientists need start-up funds for their laboratories.

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5 Broad Goals

The alliance's literature lists five broad goals for participating colleges, including improved retention and graduation rates, improved job placement for graduates, and a demonstration that "students are prepared to be active citizens in a collaborative, ever-changing, international arena."

The alliance, he says, will equip colleges with "tool kits" to guide them in making the broad-based changes. The tools for improving job placement might include advice from consultants on how to set up an off-campus work program for students or how to establish a senior-level course for students to solve real-world problems.

Many of those ideas are already in practice, Mr. Heydinger says. In practice, the alliance's job will be to introduce the good ones to more campuses. He estimates that the first year of work will cost \$300,000 to \$400,000 and says that he has started talking to potential donors.

Participating colleges will have to bear some of the group's costs, although alliance members could contribute work as in-kind donations, Mr. Heydinger says.

"You will see many more commercial ventures as people realize the market that Cyberspace represents," said Mr. Kehoe. "This commercial activity will serve as a catalyst to bring more people into the

Information Technology

Host of New College Services Could Follow Plan to Allow TV Signals on Phone Lines

Action by FCC paves way for high-speed networks

By David L. Wilson

WASHINGTON

A federal agency has agreed to allow telephone companies to carry television signals on their lines, opening the door for colleges to offer a host of new educational services and expand existing ones.

Because the group is just forming, it hasn't worked out a lot of details—though it has already attracted support from a few prominent educators. Mr. Heydinger, who will serve as the group's executive director, is just now putting together a steering committee.

■ Increase their use of work-at-home arrangements with faculty and staff members.

■ More easily share information, library holdings, and other resources electronically with other colleges and universities.

■ Make more widespread use of distance learning, particularly in teaching the disabled, who may have difficulty attending traditional classes.

■ Make the resources of colleges and universities available off their campuses, through high-speed computer networks.

Although those developments would be welcomed by colleges, they are not assured. To deliver new services authorized by the FCC, the telephone companies might have to spend hundreds of billions of dollars to improve their existing telephone networks. The phone companies would have to replace many of the standard copper wires used in the current telephone system with fiber-optic cable, for example.

Some say the phone companies currently have little financial incentive to make such an investment, and others worry that if the phone companies did install the new cable, the new services would be too expensive for widespread use. At any rate, the new services would not be available for years or even decades because of the time it would take to make the changes.

■ Make more widespread use of distance learning, particularly in teaching the disabled, who may have difficulty attending traditional classes.

■ Make the resources of colleges and universities available off their campuses, through high-speed computer networks.

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■ Make the

FCC Plan Could Bring a Host of New Services

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 tive action is still needed to give the telephone companies more incentives to improve their existing telephone lines. "We still don't think the phone companies have enough financial incentives to go ahead and really lay fiber optic to every home and business in the country," says one. "It's not a question of whether there's going to be fiber optic, it's just a question of when. Are we talking about the year 2040 or 2015?" But Congress will probably not take any action this year.

Indeed, all of the speculation about what the new technology may bring is premature, warns Laura Breeden, executive director of FARNET, a non-profit association of operators of computer networks and other organizations interested in the use of networks in research and education.

"It all depends on whether they actually install the fiber and what they decide to charge us for it," she says.

Those hoping to create a computer network to which every

American has access will have to come up with ways to make the system affordable, to avoid creating tiers of access. Librarians and others in higher education already are concerned that new ways of speeding information to users will exclude some who cannot afford to pay.

Wiring the Last Mile

Today, even the poor can get information from libraries and, if they have access to a set, the news offered over television broadcasts. What will happen if someday people must get books, movies, and news through telephone lines, for a fee?

Says Ms. Breeden: "I don't think this necessarily means that the telephone companies are going to create a wonderful new public-information utility that we'll all be able to afford."

She acknowledges that if the telephone companies do install fiber-optic cable throughout the telephone system, it will be welcomed by those whose vision includes making the NREN available to everyone.

"Wiring the last mile is the critical problem for anybody who wants to deliver this to the home or the public library or the classroom," she says.

Those hoping to create a computer network to which every

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The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

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Accounting. "Xyon for Windows, Version 3.0," for Apple Macintosh. Graphic-based business-accounting package combines the functions of accounts payable and receivable, administration, card file, checkbook, general ledger, inventory, purchases, and sales. Info in integrated program; \$249. Contact: Xyon Teleware Inc., 300 Roundhill Drive, Rockaway, N.J. 07666; (800) 322-6962 or (201) 586-2200.

Data management. "DataPhile," for Next machines. Lets users build and manage a flat-file data base, modify it, and generate reports; field types include text, rich text, value, data, money, picture, and sound; layout tools include drawing tools, grids, rules, and alignment controls; \$350; site licenses available. Contact: Stone Design, 2425 Teodoro Northwest, Albuquerque, N.M. 87107; (505) 345-4800.

Drawing. "Create," for Next machines. Color-drawing program lets users create circles, ovals, rectangles, splines, spline lines, poly lines, freehand objects, and boxes; allows users to include text along circles or baselines, lay out paragraphs, and select script and fonts for words and characters in a text block; \$250. Contact: Stone Design, 2425 Teodoro Northwest, Albuquerque, N.M. 87107; (505) 345-4800.

Events management. "EventLog," for Macintosh and compatibles. Lets users record events in "real time" by suspending normal keyboard operation and letting keys act as timers; views data as descriptive statistics, including frequency, mean duration, and minimum-maximum duration; presents data for up to eight events simultaneously; converts data for use with a spreadsheet or statistical package; \$160; quantity discounts available. Contact: Conduit, University of Iowa, Oakdale Campus, Iowa City 52242; (800) 365-9774 or (319) 335-4100.

Graphics. "MacDraw Pro, Version 1.5," for Apple Macintosh. Lets users design, publish, and present graphics, including logos and charts; allows drawing, scrolling, rotating, object selection,

and text entry, redrawing, and printing; \$399. Contact: Claris, Box 58168, Santa Clara, Calif. 95052-8168; (408) 727-8227.

History. "Time Treks," for Apple Macintosh. Adventure game requires students to use their knowledge of world history and their investigative skills to survive in a world of booby traps; includes 180 timelines from 3400 BC to the present and a data base with thousands of historical facts; includes 12 increasingly difficult levels of play; \$89.95; quantity discounts available. Contact: Earthquest Inc., 125 University Avenue, Palo Alto, Calif. (415) 321-5838.

Programming. "Asyst, Version 4.0," for Macintosh and compatibles. Programming language for scientific and engineering applications provides integrated graphics, statistical, waveform analysis, and data acquisition; employs an interactive interpreted compiler for high-speed prototyping; \$1,950; site licenses available. Contact: Asyst Software Technologies Inc., 100 Corporate Woods, Rochester, N.Y. 14623; (800) 348-0033 or (716) 272-0070.

Statistics. "ARC-13185," for Apple Macintosh. Spreadsheet from the National Aeronautics and Space Administration's Ames Research Center provides basic hyperspace data and equations for three analyses of a space plane's performance; equations to perform the analyses are derived from Newton's second law of physics; \$100; ask about educational discounts. Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602-4272; (706) 542-3265.

Utilities. "Vi-Spy Professional Edition, Version 9.0," for Macintosh and compatibles. Protects hard disks, diskette drives, and drives for local area networks from infection by more than 1,200 viruses and variants; checks all file movements, including downgrading by modem, renaming, decompressing, copying, transferring, and more; \$149.95; updated quarterly. SRI Software Systems Inc., 6900 East Camelback Road, Suite 630, Scottsdale, Ariz. 85251; (602) 423-8000.

Writing. "Writer's Helper for Windows," for Macintosh and compatibles. Includes pre-writing activities to help students find a topic, explore it from different perspectives, and organize their information; contains revising tools to help students think about style, the needs of the audience, and writing as a craft; provides a direct link with the word processor; \$135; quantity discounts available. Contact: Conduit, University of Iowa, Oakdale Campus, Iowa City 52242; (800) 365-9774 or (319)

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Government & Politics

NORTHERN VIRGINIA COMMUNITY COLLEGE



SAM KETTNER FOR THE CHRONICLE

President Signs Law He Once Seemed Likely to Veto

President Bush speaks before signing legislation last week to reauthorize the Higher Education Act. Behind him at the ceremony on a suburban Washington community college campus are people chosen to show that the law is aimed at citizens of all ages.

College Officials Say Reauthorization Law Benefits Some Students, but That Aid Funds Will Be Scarce

Some see increased competition for aid, but a Congress unwilling to appropriate the funds

By Thomas J. DeLoughry

COLLEGE OFFICIALS foresee larger Pell Grants for some students at two-year colleges and bigger loans for students at four-year colleges starting in academic 1993-94 as a result of the higher-education law that President Bush signed last week.

Opponents of the space station say the collaboration is an attempt by the Administration to exaggerate the space station's scientific value.

They say that supporters of the space station are running scared, in response to growing opposition to the project. Last week, the House of Representatives Appropriations Committee approved a bill that would reduce spending for the Space Station by about 15 percent. The total in the bill for the station is about \$1.725-billion.

2 Sets of Changes

College officials assessing the law have found the effects of changes in the Pell Grant program are the most difficult to predict.

Two separate sets of changes affect Pell Grant recipients. The first is Congress's merger of the Pell Grant eligibility formula with a separate formula that has been used for student loans and other programs. In doing so, lawmakers changed a number of factors that are used in calculating a stu-

dent's need for aid, including the portion of income the student must contribute for college expenses.

The

second change by the time the new formulas take effect in the 1993-94 academic year.

Mr. Steiner says the students need the additional money to meet the cost of living in the Los Angeles area. His office calculates that a single student attending his institution needs \$8,900 for rent, transportation, and other expenses.

Private institutions and other higher-cost colleges, meanwhile, do not expect additional Pell Grant funds, but are pleased that their students will have greater access to loans. The law will make all students eligible for a Stafford Student Loan, regardless of income. It will also raise the present limits on the Stafford loans and remove the current \$4,000 cap on the Parent Loans for Undergraduate Students program, which will permit parents to borrow as much as they need for college costs.

Real Appeal and Significance
 "These are factors that are of real appeal and significance to independent universities and the students and parents that we serve," says Dennis J. Martin, assistant provost of Washington University.

The expansion of the Stafford program to include an "unsubsidized" component—under which the government will not pay the in-college interest on loans—

Continued on Following Page

Colleges See Benefits for Some Students in Reauthorization

But others, eligible now, might lose out on aid

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will give middle-income students access to thousands of dollars that they must now borrow from other programs with higher interest rates, Mr. Martin says. Removing the limit on the parent loans will also keep many parents from having to take less-attractive commercial loans.

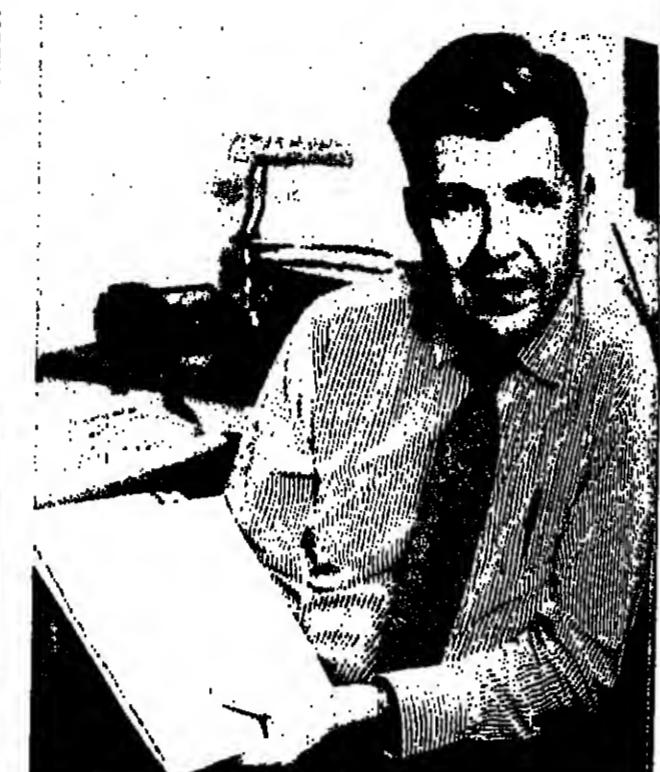
Funds Expected to Be Scarce

Colleges that enroll many middle-income students are expected to benefit from Congress's removal of home and farm equity from the eligibility formula for student aid. With those assets no longer considered in determining what a family can pay for college, the children of some middle-income home owners should be eligible for Pell Grants, and many more will qualify for subsidized Stafford loans, and College Work-Study.

That is not all good news, though, because federal funds to finance the programs are expected to be scarce. Students who become eligible for loans will get them because the government considers those programs "entitlements," but those who qualify for Pell Grants, work-study funds, or supplemental grants may be out of luck.



Jamie P. Merisotis: "The bill doesn't go far enough to address the broadening gulf of needs for lower- and middle-income students."



Raymond A. Steiner: "We're bringing in a new population of eligible people at the expense of formerly eligible low-income people."



Student-Aid Directors' Views on How the Law Will Affect Their Campuses

Annabelle C. Fong, University of Hawaii at Manoa I'm glad that we have worked out the home equity so that it no longer will be [in aid formulas]. My concern is that we don't have enough money. How do we discriminate between the families that have \$200,000 or \$300,000 homes and the families that have no homes and that are renting? How do we discriminate so that what limited money we have goes to those students who really need it?

I think there's another concern: that in spite of all these great shifts to middle-income people and making education accessible to all students, what we have also done underneath all of this is to ask states and institutions to come up with more fiscal and human resources than ever before, without getting paid for it.

Governor Jackson, Texas Women's University At the public institutions, if the increases [in grant programs] are properly funded—and that's key—it will make a significant difference in terms of access, in terms of middle-income families' and of first-generation college students' being able to recognize that dream of going to college.

Because right now, even at a public institution, a significant part of that cost is still covered by borrowing. And for a first-generation college student or a first-generation college student's fam-

ily, there is some apprehension about borrowing \$5,000 to \$7,000 a year when the only thing that large that they've financed prior to that may have been an automobile. A lot of times, that apprehension may lead to a decision not to attend college because it doesn't seem doable, and they have trouble understanding how they're going to handle that kind of debt.

Kim Larson, Northeastern Junior College (Colo.) From an administrative standpoint, it will be wonderful to take away the on-campus / off-campus rule in the Pell Grant program, because it's a nightmare for us to keep track of where they're living.

In addition to that, I find that sometimes the reason the very-low-income students are attending my institution is because we are lower-cost and because they can live at home. I do find it's not necessarily fair for the lowest-income students who are living at home, maybe out of necessity, to be eligible for less money.

The home equity is not a major issue, but removing farm equity is a benefit. We have lots and lots of families that can easily demonstrate high farm pr-

ium equity, but simply do not have the cash or the income to pay the formulated family contribution.

Janis Linsfield, California State University at Hayward We have a very non-traditional student population, a lot of independent students, a lot of refugee students, a lot of single parents—and so the changes in the "independent student" definition are certainly going to cause us some headaches. Students who currently are considered independent will no longer be.

In terms of the needs-analysis methodology, I don't know the effects yet. The California State University System is running some numbers and has said that under the new methodology it looks like our independent students might actually lose in this scenario. To what extent, I don't know yet.

Middle-income students have been squeezed out for the last decade, so certainly I think there will be interest in the unsubsidized Stafford loan program. Some people anticipate a big crush—that all of a sudden the law's going to be enacted and we're going to have thousands of students on our doorstep. I don't think that's going to be the case.

But I think as students realize that it's available and it could help, it will take hold and there will be interest. Especially in the public sector, we have a lot of students who are employed full time

and attend school at night. They don't qualify for the financial aid we have available now, and this will provide them a little easing of the stress.

Donald A. Saleh, Cornell University The need-analysis issue, I think, is one that will play out in a mixed way at Cornell. It will increase the number of students who are eligible for some federal financial aid, particularly for the Pell Grant or for the Stafford loan. We will have many middle-income and upper-middle-income families who currently are not eligible for Stafford loans who will gain eligibility, because many of our families come from areas in the Northeast where home equity is driving them out of eligibility. We're going to see many more students eligible for the subsidized loan, and then the unsubsidized Stafford loan will pick up even more.

What's going to happen then is that we'll continue to calculate family need for institutional dollars in a way that meets our historic pattern. We can't turn our system upside down and start all over again, because the federal government has decided to remove home equity from the calculation for aid.

The other thing that I think will be important is a good look at the direct-lending program. Frank Rhodes, the president of Cornell, has sent a letter to Lamar Alexander expressing our interest in participating.

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Section 2

July 29, 1992

OPINION

Today's College Students Need Both Freedom and Structure



By Gary Pavela

I THINK that it is time to give a new name to college students who are between the ages of 18 and 21. The term "adolescents" does not do them justice, yet calling them "young adults" suggests a level of maturity that many do not possess. Instead, I suggest calling them "post-adolescent pre-adults" or PAPAS, for short.

As awkward as that terminology may be, it describes the legal relationship that seems to be evolving between institutions of higher education and traditional-age college students. Having moved from strict control over student conduct to treating students as adults subject to much less control, institutions now are being pressed to take more responsibility for students' behavior.

For many years, colleges and universities treated students as adolescents and governed them with a heavy hand. Many students were required to live in college housing and observe strict curfews. Male and female students ordinarily were not allowed in each other's rooms.

Important changes began in the 1940's. The enrollment of returning GIs after World War II and the expansion of adult-education programs thereafter brought students to campuses who would not accept being treated like adolescents. Also, the civil-rights movement in the 50's and 60's, the campus rebellions of the 60's and 70's, and the lowering of the age of majority to 18 eventually helped college students of all ages acquire levels of personal autonomy that previous generations had never known.

The consumer-protection movement in the late 1970's and 1980's accelerated the momentum for more student rights. Higher-education officials saw students as "customers" seeking "services." Federal and state governments adopted legislation protecting students' privacy and requiring that "consumer information" about financial aid and other services be made available to them.

Students did find, however,

that with their new rights came liabilities. As adults, they were not entitled to the same level of protection as youths. If they were injured by other students, they found it increasingly difficult to hold colleges legally accountable for the misbehavior, including offenses arising from abuse of alcohol.

Despite the trend toward treating students as adults, there remains a strong and growing minority view that colleges still retain a "special relationship" with students that requires them to exercise some responsibility for students' safety and behavior. Robert Bickel, professor of law at Stetson University, argued in his keynote address this year at the National Conference on Law and Higher Education that university lawyers and administrators had fought so hard to absolve institutions of any legal responsibility for students' safety that they may have neglected the moral obligations inherent in the student-teacher relationship, including the obligation to enforce a standard of civility on campus.

This "obligation" is rooted in the perspective that educators should promote a suitable academic environment for students and promote their moral development. It is, as Mr. Bickel suggests, an ethical and professional imperative that courts and legislatures will sooner or later transform into a legal duty.

THOSE CALLING for greater college responsibility over student life made only modest progress in the 1970's and early 80's. Ironically, however, their message is now being reinforced and amplified by the same "consumer" movement that contributed to the expansion of student rights a decade ago. State legislatures and Congress have expanded upon the concept of consumer rights in recent years, requiring colleges to provide students with information about the extent of campus crime and the scope of state and federal laws against alcohol and drug abuse. But such statutes fre-

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JACK PARDUE FOR THE CHRONICLE

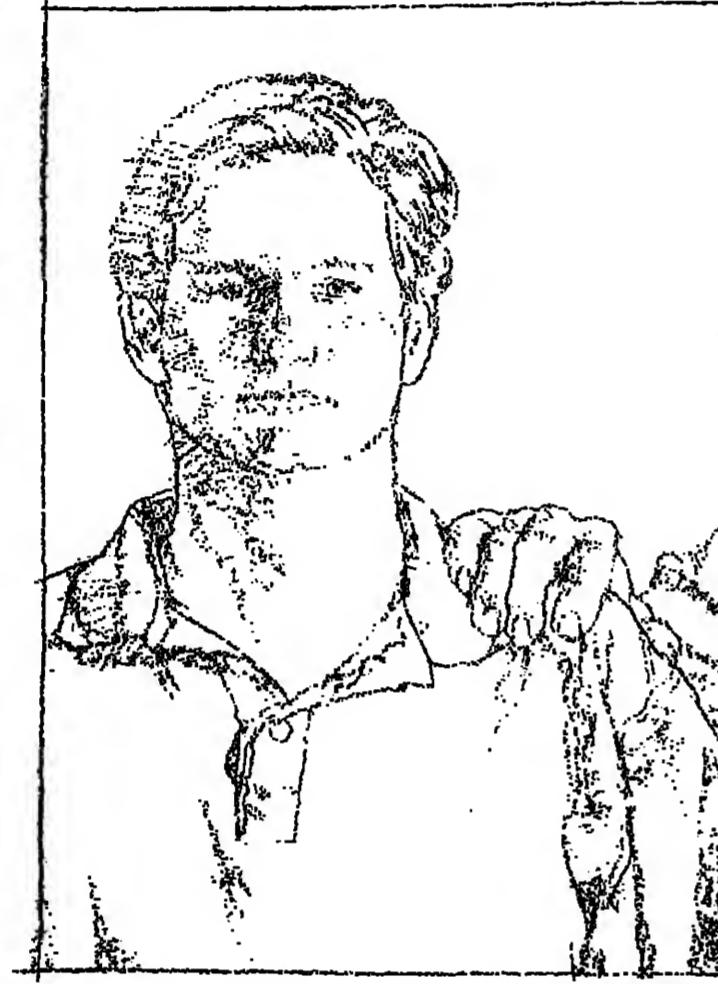
Today's 'Pre-Adults' Need Both Freedom and Structure

Continued From Preceding Page
quently go well beyond setting guidelines for reporting information to students; they often also contain explicit or implicit requirements that specific disciplinary policies—like restrictions against underage drinking—be adopted, enforced, and monitored by colleges to protect students and members of the public.

Through such mandated enforcement of government social policies, the "consumer" of college services is being redefined by statute and common law to include not only individual students, but society as a whole. This process probably will not produce a return to the days of colleges' acting *in loco parentis* toward students, but the final result may be close to it. The national trend toward greater college accountability for students' behavior is reinforced by a long-standing concept that college administrators occasionally forget: Colleges own and manage property, and the courts can hold them responsible for foreseeable events on that property, even during activities planned and sponsored by students.

THIS CONCEPT was articulated by the Delaware Supreme Court last year in a lawsuit known as *Furek v. The University of Delaware*. In that case, which involved a hazing incident at a fraternity, the court observed:

"The university is not an insurer of the safety of its students nor a policeman of student morality, nonetheless, it has a duty to regulate and supervise foreseeable dangerous activities occurring on its property. That duty extends to the negligent or intentional activities of third persons. . . . The likelihood of injury during fraternity activities occurring on university campuses is



PAUL FUREK FOR THE CHRONICLE
for behavior they do not control. This collegiate "hands off" approach, however, is educationally questionable, since students who are socialized to engage in behavior destructive to themselves and others will inevitably come into conflict with efforts to promote greater civility and individual moral development on campus.

Regardless of current trends in court

cases, social forces are developing that could make campus officials more responsible for student conduct, even on property not owned by colleges. For example, under pressure from residential communities affected by students' abuse of alcohol, state legislators across the country have urged (or demanded) that colleges expand their disciplinary authority to include various kinds of off-campus misbehavior by students, such as the use of false identification at local bars. Administrators at those institutions know they face a greater risk of legal liability when they assume more responsibility to police student behavior. That risk, however, pales in comparison to the immediate threat posed by angry voters and the legislators anxious to placate them.

ALSO, in spite of genuine progress made at many colleges in reducing abuse of illegal drugs and alcohol, educators continue to see significant numbers of students—often living in group houses or off-campus fraternities—who have foundered in an atmosphere largely devoid of traditional social controls. Those students frequently engage in misbehavior off campus that local law enforcement agencies, overwhelmed by more serious crimes, are unwilling to police. College officials, with legitimate reluctance and frustration, are beginning to punish such misbehavior, because it is evident that if they don't set limits for students, no one else will.

The demands for more and better supervision of students come at the worst possible time for colleges, since budgets are being cut and personnel laid off. Our best and most realistic hope is for creative, dynamic leadership by deans of students and college

presidents, leadership that can derive a sense of community in which students and college officials recognize that they share an obligation to promote more responsible and civil conduct by students on and off campus.

DEANS and presidents should recognize the "adult" status of students by giving them genuine authority to manage their own affairs, especially student newspapers, clubs, and political organizations. But administrators also must appreciate that many of their students still are "pre-adults" who need more protection and supervision than many of us have been willing to provide in recent years.

As we are beginning to do with alcohol abuse, we will have to set and enforce higher standards for student behavior, including standards on hazing, vandalism, sexual assault, sexual assault, and other forms of violence. Students should have an important role, of course, in helping to define those standards and in educating their peers about them. Still, we need to state, directly and honestly, that final responsibility for disciplining students must reside with the campus administration.

Asserting greater control over student conduct does not require single-minded reliance upon rules or penalties. Indeed, the approach would almost certainly fail. We need, instead, a more comprehensive program that clarifies responsibilities, provides for collaboration with students, sets clear standards for behavior, and furnishes role models and education. These actions—plus prompt, early intervention and enforcement when rules are broken—will provide the guidance that many students need and may well come to appreciate at this critical stage in their development.

Students need freedom and structure if they are to develop their characters. We've done a good job, on the whole, in offering the freedom. Now, if we really want to help our "post-adolescent pre-adults," we need to pay renewed attention to providing the structure as well.

Gary Pava is director of judicial programs at the University of Maryland at College Park and is editor of the quarterly *Sythesis: Law and Policy in Higher Education*.

ings of expressions of student and faculty discontent in the college newspaper over recent tenure decisions are reason enough to assume the dean is aware that other members of the Colby community share my views. The time has come for the dean to address these concerns in a positive manner, rather than waste his time in negative rebuttals as he does here.

To Daniel Trulster (Letters, July 15), I wish to emphasize that I am not romanticizing the past. I do not doubt the authenticity of his dismal assessment of the quality of Colby's faculty in the early 1950's, nor can I imagine many of my colleagues here wanting to turn back the clock. My concern is not with the past, but with present trends that may very well define the future. I agree that teachers tend to improve their craft by doing research, but I also believe that their research need not result in publication, nor does the fact of publication necessarily prove they are good teachers. My ideal liberal-arts college includes faculty who publish annually, faculty who seldom publish but stay current in their field, and "pure" teachers whom students consistently praise. . . . All three types

of Reputation" (Opinion, June 10). He claims that I "greatly exaggerated the place of scholarship in our faculty reviews." It is difficult to disprove this allegation of him without discussing specific cases that remain confidential. But it is not difficult to address his false claim that I "complained" about the government department or his inaccurate assertion that some of my claims are based on rumors.

I served in recent years as chair of the government department; I continue to regard its members as among my closest friends at the college. Individually and collectively, they are good people, even though I worry

about the department's inflated tenure standards to an unreasonable level.

The government department is a very strong department, as McArthur writes, and it is quite popular with students. Most of its members, as he says, are active scholars and popular teachers.

But with all due respect to Dean

McArthur, such facts are not relevant, at least as far as my article's

main point is concerned. My principle is that excellent teaching is

important for getting tenure in the government department and, as I

such a President, things get done better than with an undivided regime.

MICHAEL H. CARDODO
Assistant Legal Adviser
for Economic Affairs, 1945-1952
Truman-Acheson State Department
Washington

Language, diversity, and 'proper' English

To THE EDITOR:

It is hard to believe that Dennis Baron is sincere when he expresses in so proper English his wonderment at why nonstandard English usage remains unacceptable in colleges ("Why Do Academics Continue to Insist on 'Proper' English?" Opinion, July 11). . . .

When language is intended to convey precise meaning, then error or unintended ambiguity is not a tolerable luxury. In mathematics, science, engineering, philosophy, history, law, and medicine (to name a few disciplines), both in their practice and in their exposition (as at a university, say), the careful use of language is mandatory. Ambiguity and error can be harmful, expensive, unprofessional, and unethical.

In such professional environments practitioners wish to use the language elegantly and precisely. They wish to impress clients and others that they have the language skills consistent with high standards of professional practice. As part of a professional team and as representatives of the key members of the team, staff with strong language skills are highly valued.

The ability to specify complicated ideas clearly and unambiguously is an important skill. It is the basis for many forms of cooperative human endeavor. It promotes rational debate and decision making, for it makes (1) ideas more easily shared,

(2) the evaluation of ideas more rational and objective, and (3) the implementation and testing of ideas more efficient and error free.

THOMAS F. PIATKOWSKI
Professor and Chairman
of Electrical Engineering
Western Michigan University
Kalamazoo, Mich.

To THE EDITOR:

... Dennis Baron's argument for allowing diversity in language is based on the false premise that language is an end in itself. Language is a means, and that is all. Language allows us to reach ends, but it is only a conduit...

The diversity that we should all value is a diversity of ends. Diversity in our lives and opinions makes things fun, but in order to understand each other's diversity we must be able to communicate that diversity. This burden of communication is placed upon our language, and that language must have commonality for all participants to be effective. If the language is unable to transmit various diverse concepts, then there can be no communication. We would all be stuck in our little, private worlds.

Since language plays the crucial role as the conduit of diversity, it is the responsibility of all educators to assure that their students understand the workings of the conduit. To do less is to keep from our students the tool it takes to appreciate the diversity of the world and the people around them...

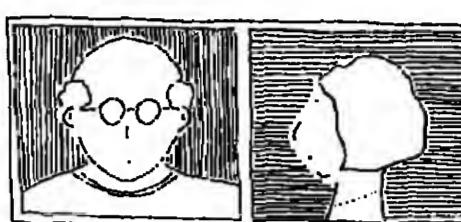
Correct communications is the only way that we will be able to achieve and appreciate a truly diverse society...

DALLAS BROZIK
Associate Professor of Finance
Marshall University
Huntington, W. Va.

To THE EDITOR:

It is hard to believe that a linguist could take such a naive view toward language in attacking critics of "improper" English. Obviously, there is nothing inherently right or wrong about any use of language—given that it clearly conveys the speaker's

REWARD OFFERED



cc

BESPECTACLED MALE (BALDING)
AND QUIET UNASSUMING FEMALE
SOUGHT FOR CENTRAL ROLES IN
NEW NOVEL (LATE TO PUBLISHER)
BY NOTED AUTHOR (DESPERATE)

LINE DRAW

meaning. "I ain't never goin' to the movies no more," conveys the speaker's intent just as clearly as "I'm never going to the movies again." The important difference between the two expressions is not in the semantics, but in what the statements reveal about the speaker. The former is associated with societal elements considered—rightly or wrongly—less educated; the latter suggests a more intellectually respectable background. Should we accept the ungrammatical version without prejudice as simply a neutral reflection of our culturally diverse society? As long as our society continues to value education and intellectual achievement highly, being ignorant will be viewed negatively. Consequently it's probably not in one's best interest to appear that way.

Clearly, the question should not be whether unambiguous communication is grammatically correct, but whether the speaker is concerned with the impression created by their use of language. The sentence immediately preceding, while clear in meaning, is ungrammatical in using "their" to refer to a singular noun; yet some "politically correct" grammarians find this usage preferable to the sexist (but grammatical) "his." I formed the sentence in this way not because it's "proper" or "improper," but because I do not want others to think that I share the insensitivity toward women's rights often associated with people who use masculine pronouns generically. In short, I think the editor cited by Dennis Baron was reasonable in expecting her staff to use "accepted" grammar when talking with business clients. No company insensitive to the impressions created by language styles is likely to survive long in a competitive business climate. **DON CHEZIK**
Director
Center for Human Development
Saint Bonaventure University
Saint Bonaventure, N.Y.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

LETTERS TO THE EDITOR

Social Engineering and Explicit Racism

To THE EDITOR:

Please forgive my denseness, but I have read and reread Katherine S. Mangan's portrait of Melvin E. Bradford without discerning his newsworthiness ("6th-Generation Texan Takes On 'Trendy Nonsense,'" July 8). Is it the personal congeniality of this avowed racist that commands him to our attention? Are we to marvel that someone sufficiently erudite to appreciate Faulkner apparently believes that blacks were better off before civil rights, perhaps even as slaves? What's next for *The Chronicle*? A convivial anti-Semitic? A cheubic Klansman? Inquiring minds want to know.

PETER M. SHANE
Professor of Law
University of Iowa
Iowa City

To THE EDITOR:
The portrait of Melvin E. Bradford . . . is short of the hood. The "generous humanity" is totally lacking in his quoted views on African Americans. Conservatives should be antagonized that he believes they share his views.

If you used his reasoning, you'd conclude that Appalachian whites "have been here a long time and, for some reason, making them full members of our society has proven almost impossible. They remain outside." Further, has the man missed the statistics on sustained sexual, emotional, and physical abuse that demonstrate the intolerance of many white males to different views, to the demands of parenthood, and to their own "loss of control" in their "private lives"?

Social engineering has provided Melvin E. Bradford with an education, a job, and a following. For the University of Dallas to espouse these views is an admission of the promotion of white supremacy and an intolerance of African Americans, Hispanics, and other minorities. His expressed views and attitudes are a part of the climate that promotes actions against blacks on college and university campuses across the country.

Melvin E. Bradford's linear thinking, devoid of any semblance of analysis, suggests an inability to relate effects to causes and to identify cor-



"That's a great textbook—plenty of opportunities to punch, kill the ball, or pass."

Defense of views about Colby College

To THE EDITOR:

Robert P. McArthur provides a predictable rebuttal ("Research and teaching at Colby College," Letter to the Editor, July 19) to the point made about Colby College in "Colby College That No Longer Puts Teaching First Pays a High Price for Its Faculty."

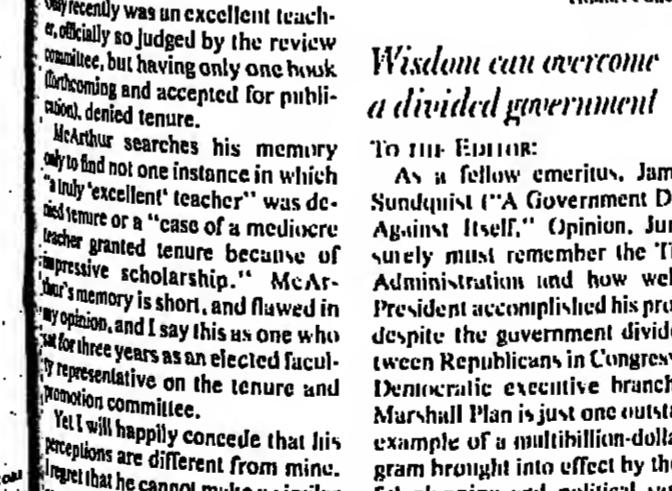
WANDA E. GILL

Director of Student Support Services
Bowling Green State University
Bowling Green, Ohio

that informs much of Melvin E. Bradford's view of America. Beyond my own anger, however, lies sadness—and the hope that Bradford is simply further proof of John O'Leary's dictum: "Never has there been a cause so bad that it has not been defended by good men."

DAVID ABRAHAMSON

Professor of Journalism
New York University
New York City



"That's a great textbook—plenty of opportunities to punch, kill the ball, or pass."

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RUDOLPH C. TROIKE

Head of English Department
University of Arizona
Tucson, Ariz.

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To THE EDITOR:
In his article . . . Dennis Baron

THE JOHNS HOPKINS UNIVERSITY SCHOOL OF NURSING

The Johns Hopkins University School of Nursing invites applications and nominations for new tenure track faculty positions with academic rank at the professor and associate professor levels. Expertise is sought in clinical and management/policy areas as well as in theory development and advanced research methods. The School also invites applications and nominations for the following positions:

**M. ADELAIDE NUTTING CHAIR
THE ELSIE M. LAWLER CHAIR**

and the following positions:

**Director, Graduate Clinical Programs
Director, Center for Nursing Research**

The School of Nursing is located on the East Baltimore campus of the University with the School of Medicine, the School of Hygiene and Public Health, and the Johns Hopkins Hospital. The School grants B.S., M.S., N., M.S., and S.M., P.H. degrees and has post-doctoral programs in infection control and health promotion and behavior. Major strengths of the School include exceptional opportunities for research, a dynamic faculty, and outstanding students in an international, recognized research university and in 1993, pending review by the Maryland Higher Education Commission, it will offer a Ph.D. program.

RESPONSIBILITIES

Maintain own program of funded research and publications; Teach and advise students; Provide leadership to faculty and students in development of research.

QUALIFICATIONS

Earned doctorate in nursing or related field; Master's in nursing required. Established funding and publication record. Well developed research program. Expert in interdisciplinary/collaborative research. Ability to work effectively with diverse groups within and beyond the University. Universally graduate teaching experience.

APPOINTMENT

At earliest possible date. Applications will be accepted until positions are filled. Academic rank and salary commensurate with qualifications and experience. Excellent compensation and fringe benefits. The Johns Hopkins University is an Equal Opportunity, Affirmative Action Employer. Applications from minority candidates are especially encouraged. Letters of application and nomination and curriculum vitae should be sent to:

Marla N. Hill, Ph.D., F.A.A.N.
Chair, Search Committee
The Johns Hopkins University School of Nursing
Houck 316, 600 N. Wolfe Street
Baltimore, MD 21207-1316
Tel: 410-505-7484

TUSKEGEE UNIVERSITY

Tuskegee University, an independent and state-related institution of higher education, invites applications for the following position in the Office of Computer Services:

ASSISTANT OR ASSOCIATE DIRECTOR FOR ACADEMIC COMPUTING

This individual is responsible to the Director of Computer Services for coordinating all actions involved in the provision of computing services related to instructional, research, project and library services to university students, faculty and research scientists. Responsible for computer planning, development, implementation and documentation of requirements for computing resources; development of procedures on academic computing initiatives and programs through persuasion and negotiation; assistance in the identification of funding needs and sources for the accomplishment of established objectives; development of computer-based instruction (CBI) resources; providing training in CBI use and maintenance; and required; operating a user services function; coordinating faculty and staff development in computer-related areas and providing training in the use of standard software products in the use of computers; providing academic computing laboratory management and supervision.

Qualifications include at least a Master's degree in computer-related field; demonstrated ability to plan and coordinate broad programs among diverse users; ability to interact effectively in a non-hierarchical environment with a diverse group of professionals in order to accomplish program objectives; five years of experience in computer use.

Salary is commensurate with training and experience. Letter of application, resume and three references should be sent to: S. Walter Williams, Director of Personnel Services, 101 Kroc Center, Tuskegee University, Tuskegee, AL 36088.

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

FDU DIRECTOR OF UNIVERSITY RELATIONS AND MARKETING

Fairleigh Dickinson University, a comprehensive tri-campus private university in New Jersey, seeks a Director of University Relations and Marketing, Reporting to the Vice President for Institutional Advancement, the successful candidate will be responsible for the Offices of Media Relations, Publications, coordination of all university marketing efforts and the implementation of a comprehensive image campaign. As part of a team, the candidate will be charged with enhancing the university's visibility and developing a program of external relations on a university-wide level.

Requirements: Minimum three years' experience in administrative capacity with hands-on experience in media placement, publication production and developing marketing strategies for higher education.

Forward resume and cover letter by August 17 to: University Employment Office, F.C.B., Fairleigh Dickinson University, 223 Montriss Avenue, Rutherford, NJ 07070. EO/AE M/F

Economics: Assistant Professor and Extension Specialist, Consumer and Family Economics, with emphasis in Consumer/Family Economics, Economics, and Extension. Salary is commensurate with qualifications and experience. A solid course framework in economic theory plus coursework in consumer behavior and family policy related to the economic well-being of families. Commitment to research, preferably with a focus in health care, child care, or family related issues. Full-time, elderly and single-parent households. Salary is commensurate with qualifications and experience for a tenure-level appointment. Date: October 1, 1992, or until filled. Application should include a letter of interest, vita, transcripts and three letters of reference, should be sent to Dr. Irvin L. Schlesinger, Department of Economics, FDU, Rutherford, NJ 07070. EO/AE M/F

Deyton Beach Community College, a comprehensive institution of approximately 10,000 FTE seeks qualified applicants for the following position:

Director, Customized Training, Business & Professional Institute.

The Director is responsible for working with area private employers to identify training needs; and directing the development and presentation of customized programs on-site or at one of the college's campuses. This training may include technical/production skills, management/supervisory skills, sales/service skills, personnel development, team building, etc.

QUALIFICATIONS:

Demonstrated record of achievement in management of training programs including marketing, development, delivery and evaluation of programs; knowledge of state-of-the-art in the field of training and development; evidence of ability to implement such programs in organizations. Strong interpersonal and communication skills, especially in the delivery of presentations and training. Knowledge of public and private sources of support for business/education partnerships and programs; management/supervisory skills desirable. Bachelor's degree in related field, Master's preferred.

Competitive salary based on credentials and experience plus an attractive benefit package. Send cover letter, transcripts, resume with names, addresses, and phone numbers of three references to:

**Human Resources Department
Daytona Beach Community College
1200 Volusia Avenue
Daytona Beach, FL 32114**

Closing Date: August 28, 1992

AN EQUAL OPPORTUNITY EMPLOYER M/F

Memphis State University

Department of Educational Administration and Supervision

Nominations and applications for an assistant or associate professor will be reviewed beginning September 1, 1992, and will continue until the beginning date is negotiable, but January, 1993 is preferred. Responsibilities will include the supervision of interns, teaching principal classes, other specialized courses, and general administration courses on and off campus. An active research agenda is expected as well as service commitments.

Candidates should have an earned doctoral degree in educational administration and should present credentials in research and college teaching which would qualify the applicant for appointment as a member of the university's graduate faculty. Experience in K-12 administration required; superintendent experience desired, as well as experience in developing an internship program or supervising interns.

Applications should include a letter of intent, current resume, graduate transcripts, three letters of reference, and samples of publications. Salary will be competitive and commensurate with qualifications and experience. Women and minorities are encouraged to apply. Successful candidates must meet Immigration Reform Act criteria. Memphis State University is an Equal Opportunity, Affirmative Action Employer.

Mail applications and nominations to: Dr. Thomas Valesky, Chair, Department of Educational Administration and Supervision, Memphis State University, Memphis, Tennessee 38152.

SCHOOL OF NURSING UNIVERSITY OF MARYLAND AT BALTIMORE

is currently recruiting candidates for the position of:

ADMISSIONS COUNSELOR/ENROLLMENT SPECIALIST

UMD's School of Nursing seeks an Admissions Counselor/Enrollment Specialist to serve in the Office of Admissions and Enrollment Management. Duties include participation in all aspects of the admissions and enrollment process including: school and hospital visitation; recruitment events; prospective student interviewing; admissions decisions; report preparation; and enrollment review.

A Bachelor's degree and one year of college admissions experience are required. Marketing completed or in progress is preferred. Excellent communication and computer skills are essential. Familiarity with automated student information systems and data is highly desirable. Salary commensurate with qualifications. Candidates should send resume, letter of interest and list of three references by August 17, 1992 to:

**John K. Dent, Employment Representative
Office of Human Resources Management
UNIVERSITY OF MARYLAND AT BALTIMORE
737 W. Lombard Street, Baltimore, Maryland 21201-1041
AA/EO**

**Code, Chair, Search Advisory Committee,
School of Human Resources, 250 Dever
Road, Suite 100, Brookhaven, Illinois 60615-2170. The University of Illinois
Edu is an AA/EO.**

Economics: University of Wisconsin-Madison, 600 Economics, 600 Economic Theory, 600 Microeconomics, 600 Macroeconomics, 200 Econometrics, 400 Industrial Organization, 600 Financial Economics, 600 Public Finance. Subject to department of Economics and Finance, Department of Economics and Finance, or related field is required. Salary is commensurate with qualifications and experience. The International Center for Water Resources Management will be to provide funding for a Fall Professor in one of the fields listed above. Dates will be to negotiate. Date: October 1, 1992, or until filled. Application should include a letter of interest, vita, transcripts and three letters of reference, should be sent to Dr. Irvin L. Schlesinger, Department of Economics, FDU, Rutherford, NJ 07070. EO/AE M/F

Economics: Assistant Professor and Extension Specialist, Consumer and Family Economics, Economics, in Community/Family Economics, Economics, and Extension. Salary is commensurate with qualifications and experience. A solid course framework in economic theory plus coursework in consumer behavior and family policy related to the economic well-being of families. Commitment to research, preferably with a focus in health care, child care, or family related issues. Full-time, elderly and single-parent households. Salary is commensurate with qualifications and experience. The International Center for Water Resources Management will be to provide funding for a Fall Professor in one of the fields listed above. Dates will be to negotiate. Date: October 1, 1992, or until filled. Application should include a letter of interest, vita, transcripts and three letters of reference, should be sent to Dr. Irvin L. Schlesinger, Department of Economics, FDU, Rutherford, NJ 07070. EO/AE M/F

Alcorn State University

Division of Agriculture, Research, Extension and Applied Sciences

The Division of Agriculture, Research, Extension, and Applied Sciences at Alcorn State University has a current opening for a Research Technician (Conservation Research Project).

RESPONSIBILITIES:

The Research Technician will be expected to work in both field and laboratory settings. The primary responsibility of this position will be to organize, supervise, and conduct the work necessary to collect and analyze field data and to determine plant growth parameter.

The Research Technician will also be expected to utilize computers to organize, analyze, and store data.

QUALIFICATIONS:

The Research Technician will assist the Project Coordinator. The Research Technician will be responsible for supervising research, absence of the project coordinator.

QUALIFICATIONS: A Master's Degree in Agronomy or Horticulture (table crops) is required. The candidate must have at least 4 years of field research experience with university government or private agencies.

SALARY: Commensurate with qualifications and experience.

FRINGE BENEFITS: Member of Mississippi Public Employees Retirement System, group hospitalization and life insurance, mileage allowance for official travel and liberal university/state leave policy.

APPLICATION PROCEDURES: Interested person(s) should send a formal application, three letters of recommendation, resume, and university transcript(s) to:

**Dr. Jesse Harness, Associate Division Director for Administration
P.O. Box 479, Alcorn State University
Lorman, MS 39096
(662) 877-6128**

Résumé(s) must be received by August 15, 1992.

This notice is posted in connection with the filing of an application for permanent alien labor certification.

Any person may provide documentary evidence bearing on the application to the local Employment Service Office and/or the regional Certifying Office of the Department of Labor at the following address:

**MS Employment Security
Commission
1520 West Capitol Street
P.O. Box 1699
Jackson, MS 39205**

Alcorn State University is an Equal Opportunity, Affirmative Action Employer and subscribes to the laws and regulations prohibiting discrimination based on race, religion, color, creed, national origin, sex, handicap, age, Vietnam era disabled veteran status or any other proscribed category.

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Alcorn State University is an Equal Opportunity, Affirmative Action Employer and subscribes to the laws and regulations prohibiting discrimination based on race, religion, color, creed, national origin, sex,



**DIRECTOR OF
UNIVERSITY COMMUNICATIONS**
The University of Texas
at San Antonio

The University of Texas at San Antonio invites nominations and applications for the position of Director of University Communications. It seeks a dynamic and experienced professional to provide internal leadership to a rapidly developing communications organization which is an integral part of the University Advancement program and to effectively represent the University to its various publics.

THE UNIVERSITY

UTSA is a comprehensive, metropolitan university located on the edge of the Texas hill country, serving over 16,000 enrolled students. The City of San Antonio, which combines a rich cultural heritage with a modern emphasis on technology, research and education, is a dynamic city with a population of over 1.5 million in the urban area. The University is a major contributor to the area's development with a broad range of undergraduate and graduate programs and rapidly developing research activities.

RESPONSIBILITIES

The Director of University Communications reports to the Vice President for University Advancement and has primary administrative, administrative responsibilities for internal and external communication media relations, institutional publications, issues management, publicity, news and information, strategic research, marketing planning, and television, audio, graphic and photographic services. He/She serves in a staff capacity to the President for public engagement and strategy development, works in a team environment with professionals in development and alumni affairs and with institutional executive officers, and provides leadership to interpret the University to its varied constituencies.

QUALIFICATIONS

Candidates must have a record of increasing responsibility in successful results-oriented communications, public relations or related programs. A breadth of experience in reporting, publications, issues management, marketing, print and broadcast media relations and planning is necessary, preferably in a higher education environment. Additional qualifications include strategic and organizational, management and budgeting skills; research, strategic analysis, planning and abilities; excellent written and oral communication skills; and demonstrated ability to work effectively on an administrative team and with diverse groups. The successful candidate will display evidence of creativity in developing communication programs for communicating with various publics and demonstrated success with major projects. An understanding of university organization and mission, as well as the news media, is required. Additional qualities that will be important to success in this position include sensitivity; integrity; high dedication, motivation and enthusiasm for higher education activities; the capability of working flexible hours and responding effectively to unexpected situations; and an understanding of the special needs of a multicultural environment. A bachelor's degree, preferably in communications, public relations or a related field, is required; an advanced degree is preferred.

APPOINTMENT AND APPLICATION INFORMATION

This position is a full-time administrative appointment, available as early as September 1, 1992, with a preferred starting date in advance of October 15, 1992. Salary is competitive and commensurate with qualifications and experience. Screening of candidates will commence on August 15, 1992. Applications and nominations received after this initial deadline will be accepted and reviewed on a biweekly cycle as necessary until the position is filled. Qualified candidates should forward a letter of interest, a resume and the names, addresses and telephone numbers of at least three references to:

Dr. Robert C. Horn
Vice President for University Advancement
The University of Texas at San Antonio
San Antonio, TX 78249-0623

*The University of Texas at San Antonio
is an Equal Opportunity, Alternative Action Employer
Women and minorities are encouraged to apply*



**Director
Center for Instructional Services**

Applications and nominations are invited for the position of Director, Center for Instructional Services. Responsible for budget, audio, graphics, photography, video, and repair services. Supervise 2-3 support staff, and ten student assistants. Ability to work closely and effectively with the faculty, administrators, and students for their audio and video production and other instructional needs. Coordinate JETS TV reception on campus, maintain all equipment including projectors, VCRs, TVs, and cameras. Prepare statistics and reports, evaluate and select vendors for, and evaluate the equipment, media, and videos. Hire, train, supervise, and evaluate the support staff. Reports to the Director of Libraries.

Qualifications: MLS from an ALA-accredited institution, and/or degree in Educational Instructional Technology, two years' experience in management of instructional services required, knowledge of current trends in educational media. Excellent communication skills and teamwork abilities. Salary in mid twenties for 12-month position.

Qualified applicants should send a letter of application, a professional résumé, and the names, addresses and telephone numbers of three current references to: Dr. R. N. Sharpe, Director of Libraries, University of Evansville, 1800 Lincoln Avenue, Evansville, Indiana 47722.

Review of applications will begin on August 24 and continue until the position is filled. The appointment will commence on September 15, 1992, or as soon thereafter as practicable.

The University of Evansville is an independent, church-related, selective admissions university organized into four colleges and schools: Arts and Sciences, Business Administration, Education and Human Services, Engineering and Computer Science. The institution is located in a city of 135,000 in southwest Indiana. Enrollment numbers approximately 2,200 full-time students. The University also has a British branch campus, Harlinton College, located just north of London. The University of Evansville is an Affirmative Action, Equal Opportunity Employer.

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Qualifications: MLS from an ALA-accredited institution, and/or degree in Educational Instructional Technology, two years' experience in management of instructional services

West Virginia University CONTROLLER Search Reopened

West Virginia University seeks applications and nominations for the position of Controller. With an annual operating budget of \$310 million, West Virginia University is the state's major research, doctoral degree-granting, land-grant institution. Enrolling 22,500 students in 175 degree programs, the University contains fifteen colleges and schools, a comprehensive Health Sciences Center, two regional campuses, including Potomac State College of West Virginia University and West Virginia University at Parkersburg.

Job Duties: The Controller reports to the Associate Vice-President for Finance and is responsible for university-wide administration of all accounting and financial reporting policies, including, but not limited to, the proper processing and recording of financial transactions, the preparation of official financial reports, the establishment and maintenance of internal controls, and the stewardship of campus assets, and the fulfillment of debt responsibilities. The Controller manages a staff of 100 persons to provide accurate financial reporting, collections, payroll preparation, financial reporting, inventory, tax, contract/grant management, and disbursement services for the campus. The Controller also provides functional oversight and direction in the accounting and control aspects of all campus business and financial matters. In addition, the Controller serves as a senior administrative officer, who must successfully interact with all levels of management, various state and federal officials, and external customers.

Functions reporting to the Controller include Accounts Payable, Budget, Payroll, Budget and Cash Administration, Grants and Contracts Accounting, Financial Analysis and Reporting, General Accounting, Accounting Systems, Financial Archives, Insurance, and Administrative Forms Supply.

Qualifications: Applicants are required to have a Bachelor's degree (Master's preferred) in an appropriate field, such as accounting, finance, or administration, and have five or more years' experience in higher education accounting at the assistant controller level or above in a land-grant or other research university (relevant experience in not-for-profit organizations or other higher education may be substituted). The CPA certificate is strongly preferred. In addition, the applicants are required to have an understanding of computer-based accounting systems, relevant law (e.g., federal and state accounting and auditing procedures, as well as demonstrated leadership, interpersonal, communication, and management skills.

Salary: Salary competitive and consistent with qualifications.

Application Process: Review of applications will continue until the search is completed. For full consideration, please submit a letter of application, a current résumé, and names, addresses, and phone numbers of three references to:

Marvel Weese, Jr., Chair
Controller Search Committee
West Virginia University
Post Office Box 6001
Morgantown, WV 26506-6001

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Director of the Office of Lesbian, Gay, and Bisexual Life

Emory University seeks applicants and nominations for the position of Director of the Office of Lesbian, Gay, and Bisexual Life. The Office is a major research university located in Atlanta, Georgia. It includes the Schools of Arts and Sciences, as well as professional schools. The total student population is 11,800.

The director will primarily serve as an educator for the university, utilizing a variety of teaching resources, available for consultation with offices, departments and experts, to discuss and develop implementation workshops and programs according to the particular needs of each setting. In this capacity, the director will advocate for lesbian, gay, and bisexual people within the Emory community. The director will oversee the budget and supervises graduate student coordinators and work study students.

To apply, submit a résumé and cover letter to:

Barbara A. B. Peterson
Emory University
Atlanta, GA 30322

SCREENING OF APPLICATIONS WILL BEGIN IMMEDIATELY AND WILL CONTINUE UNTIL THE POSITION IS FILLED.

Applicants should include a cover letter outlining the applicant's perspective on critical issues of the field, as well as descriptions of successfully completed work in higher education or a related field if expected. Master's degree or Ph.D. preferred.

EMORY UNIVERSITY IS AN EOO/A EMPLOYER.

Music: Tenure-track position as Director of Choral Activities at the College of Wooster, Ohio. Position begins August 1, 1992. Required: doctorate or M.F.A., demonstrated competence in musical and vocal pedagogy. Desirable: college-level teaching and experience. Review of applications will begin immediately and continue until the position is filled. All college transcripts, at least three letters of recommendation, and a tape recording that demonstrates a solo performance by the candidate are required. Send application to: Dr. Richard Brundage, Director of Choral Activities, Division of Music and Drama, Department of Fine Arts, Denison University, Denison, North Dakota 56601-3340. AA/EOE.

Music: Tenure-track position for pianist at small state university. Position begins August 1, 1992. Required: artist-teacher, with a minimum of 2 years' teaching experience. Good second, via, all college transcripts, tape recordings, and a stamped, self-addressed envelope must be included for return of tape, and at least one letter of recommendation by July 31 to Dr. David Taylor, Department of Music, Station 23, Livingston, Alabama 35470. No incomplete applications will be considered. Equal Opportunity Employer.

Music: Tenure-track begins August 15, 1992. Teach undergraduate and graduate music curriculum (including instrumental methods, brass methods, and instrumental conducting). Position also serves as a liaison of Bands responsible for development of Bands responsible for development

DIRECTOR OF FISCAL AFFAIRS Andover Newton Theological School

Search Reopened

The Director of Fiscal Affairs is the school's Business Manager and Senior Financial Officer. She/he prepares and administers the annual budget; makes financial projections; oversees the school's various financial activities; supervises the maintenance and development of Buildings and Grounds; oversees Personnel policies and practices; and coordinates all real estate, legal, and major business matters in conjunction with established policies of the Board of Trustees.

The Director of Fiscal Affairs reports directly to the President. All Business Office personnel, the Superintendent of Buildings and Grounds, the Food Service Manager, and certain equipment and services personnel report to the Director of Fiscal Affairs.

Qualifications and Qualities

B.S. in Business Administration or Accounting required, MBA preferred. A minimum of 5-7 years of significant financial experience directly related to budgeting, financial planning, and investments is expected.

Please submit salary requirements with a résumé and cover letter to:

Dr. David T. Shannon, President
Andover Newton Theological School
210 Herrick Road
Newton Centre, MA 02159
Affirmative Action, Equal Opportunity Employer

ASSISTANT DIRECTOR/ DIRECTOR OF THE UNIVERSITY CHOIR

Tuskegee University is a co-educational, privately controlled, yet state-related, professional, scientific, and technical university located in Tuskegee, Alabama. As one of the oldest of the nation's historically black institutions of higher learning, Tuskegee University has taken great pride in its renowned University Choir and distinguished African-American composers.

The Director of the University Choir will plan an annual program of choral music and instruction for a 100-voice choir which will sing for major convocations, weekly chapel services and invited performance engagements.

The director will hold a master's degree in music education, with an emphasis in vocal or choral directing, music theory and technique, or demonstrate equivalent or higher professional achievement. Keyboard ability is strongly preferred.

Substantial knowledge of classical music and African-American traditional and contemporary choral music is required. The Director of the University Choir will manage a budget and cooperate closely with the Dean of the Chapel.

Candidates should be prepared to serve six to nine months as assistant choir director before assuming the position of Director of the University Choir. Evaluation of candidates will begin immediately and will continue until the position is filled. Send letter of application and c.v. to: Dr. Jean Fife, Assistant Provost, 207 Krebs Center, Tuskegee University, Tuskegee, AL 36088.

ASSISTANT DIRECTOR OF CAREER CENTER AUGUSTANA COLLEGE

RESPONSIBILITIES: Provide internship advisement and career search assistance in liberal arts areas including: natural sciences, mathematics and computer sciences, and performing arts, as well as English and foreign language, provide general school advisement; conduct employer development activities; coordinate international internship and job placement; and develop alumnae information network.

QUALIFICATIONS: A Master's degree in career development is preferred. Bachelor's degree is required. Interns must have strong organizational, planning, communication, and advisement skills as well as a desire to become part of a team effort in providing comprehensive career services to Augustana students. A background with personal computers and automated systems is desirable.

Starting date for the position is August 22, 1992, or sooner. Please send letter of application and résumé to:

Ruth Bloom
Director, Career Center
Augustana College
639-38th Street
Rock Island, IL 61201

Coverage of breaking news that affects higher education — from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle.

Director Student Activities (reopened)

Bridgewater State College is seeking an experienced educational leader with an understanding of student development theory, a commitment to co-curricular learning, experience in advising student organizations and programming expertise. The Director is responsible for planning and implementing the student activity program for the College, providing leadership programs, group advising and program planning support. The Director will also assist major student groups and develop and implement appropriate services for commuter students.

Qualifications and Qualities

B.S. in Business Administration or Accounting required, MBA preferred.

A minimum of 5-7 years of programming experience in a college setting. Preference will be given to candidates who are professionally active in state or national organizations.

The successful candidate will have a Master's degree in Student Personnel, Higher Education or a related field, and 5+ years of programming experience in a college setting. Preference will be given to candidates who are professionally active in state or national organizations.

Bridgewater State College is located approximately 30 miles south of Boston within an easy drive of Cape Cod. The College enrolls 8100 full- and part-time students with 5700 undergraduates and 1900 resident students. Send letter of intent, resume and name, address, telephone numbers of five professional references to: Mr. John Harper, Chairperson of the Student Activities Search Committee, Office of Human Resources, Boyden Hall, Bridgewater State College, Bridgewater, MA 02325. An Equal Opportunity, Affirmative Action Employer.

Bridgewater STATE COLLEGE

UNIVERSITY OF VIRGINIA DIVISION OF CONTINUING EDUCATION

Senior Program Development Director

The position of senior program development director is now available. The senior program director will work closely with the associate dean to create the strategy for responding to opportunities and solving programming problems. The senior programmer will be given responsibility for refining and executing the programming plan. The senior programmer must be very versatile, experienced, creative, and remarkably imaginative. Must be comfortable in the academic community and highly effective in the external market place. Will be developing a rich and varied curriculum, seminars, conferences, and special programs for regional, national, and international audiences. Must create and manage program budgets. Salary range: high 30's to mid 40's. This is a full-time position at the University.

Qualifications: Master's degree required (Ph.D. preferred), but demonstrated success at creating and managing academic and adult programs is what is most important. A strong liberal arts background is a plus. Demonstrated ability in successfully developing and marketing a wide variety of academic quality programs. Demonstrated ability to create profitable programs and to create and manage program and unit budgets. To receive a more detailed position description call Sue Morris at (404) 982-5209.

Send letter of application, résumé, and four references to: Search, Development Specialties, UVA, P.O. Box 3697, Charlottesville, VA 22903. Deadline: August 22, 1992, or sooner. Review of applications will begin immediately and continue until the position is filled.

THE UNIVERSITY OF VIRGINIA IS AN EOO/A EMPLOYER.

school and college committees and scholarly/professional activities. Master's degree in nursing required. Responsible for administration of part-time faculty and students. Must be able to work with approximately 80 music majors. Experience in teaching and working with RN students desirable for BSN positions.

Associate degree positions require experience in working with maternal-child with preferred, with current clinical practice in specialty areas required. Bachelor's degree preferred.

Master's degree in community health nursing. Georgia licensure or eligibility for licensure required. Applications should be submitted to: Dr. David M. Brinkley, Dean, School of Health Sciences, CEC, Merritt Island, FL 32952. AA/EOE.

Nursing Faculty: Assistant level half-time teaching position, available September 1, 1992 at Massachusetts College of Pharmacy and Health Sciences, 100 Brattle Street, Cambridge, MA 02138. Salary: competitive. Qualification: MSN in Community Health, RN, preferred. Salary commensurate with qualifications and experience. Application deadline: September 1, 1992. Position available: September, 1993 or January 1994. Georgia is an open records state. CEC is AA/EOE.

Nursing Faculty: Assistant level half-time teaching position, available September 1, 1992 at Massachusetts College of Pharmacy and Health Sciences, 100 Brattle Street, Cambridge, MA 02138. Salary: competitive. Qualification: MSN in Community Health, RN, preferred. Salary commensurate with qualifications and experience. Application deadline: September 1, 1992. Position available: September, 1993 or January 1994. Georgia is an open records state. CEC is AA/EOE.

Nursing Department Chair, New RN to BSN program seeks a chairperson to lead in the development and implementation of the program. The program will evolve and the Director's position is early 1993. The Director will participate in the selection of educational programs and will be responsible for the initial qualifications (teaching, research, and service). Graduate level nurse-epidemiology courses will be expected. Advisor graduate students in clinical practice, develop a scholarly research program, meet ACHM requirements for committee participation, and serve as liaison to the ACHM. The position will be accepted until the position is filled. Interested individuals should submit their resume to: Dr. Richard L. H. Brinkley, Dean, School of Health Sciences, CEC, Merritt Island, FL 32952. AA/EOE.

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Assistant Director for Operations Illini Union

UNIVERSITY OF ILLINOIS AT CHAMPAIGN-URBANA

Applications are now being accepted for the position of Assistant Director of Operations for the Illini Union at the University of Illinois.

The Assistant Director for Operations reports to the Associate Director and is responsible for directing the operations of the Reservations Office, Information Desk, evening and weekend building supervision, conference planning and production, guest parlors, and the Illini Union Activities and Intern Program. As a department's manager, the Assistant Director for Operations will make recommendations for the purchase of equipment and supplies; supervise personnel; develop reports and maintain records; and be responsible for fiscal planning and management of various departments. Weekend and evening hours are required in this position.

Minimum Qualifications: Bachelor's degree and five years of management and supervisory experience required. Master's degree preferred in higher education, College Student Personnel, Public Administration or related field. Experience in a college/university union or center or student activities is preferred. Position requires experience and/or knowledge of facility management, equipment utilization, computer and information systems, entertainment, concession planning and management, audio-visual equipment and sound systems, and budget management. Excellent interpersonal and public relations skills are essential.

Position is full time, 12 months with starting date of October 15, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, résumé and three letters of reference should be sent to:

Babette Munson-Hiles
Search Committee Chair
165 Illini Union
1401 W. Green Street
Urbana, IL 61801
(217) 333-3660

Deadline for receipt of application materials is August 26, 1992 or until acceptable candidates are identified. Persons of diverse backgrounds are encouraged to apply.

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

The Illini Union

University of Illinois at Urbana-Champaign

OHIO UNIVERSITY DIRECTOR OF DEVELOPMENT FOR MAJOR GIFTS AND COLLEGE PROGRAMS

Ohio University, approaching its third century of service to Ohio and the nation, is seeking applications from and nominations of highly motivated development professionals for the position of Director of Development for Major Gifts and College Programs. The successful candidate will become a senior staff member with primary responsibility for soliciting major gifts (\$100,000+) and supervising seven college fund raisers as part of the \$100 million Third Century Campaign.

Ohio University is a major research institution composed of eight college and six regional campuses in Ohio with 26,000 students, more than 800 faculty, a private support base in excess of \$1 million annually, \$10 million in planned gifts, \$37 million per year in sponsored research and more than 165 million in endowment.

The Director of Major Gifts and College Programs provides counsel to the Vice President and Associate Vice President for Development and is responsible for identification, cultivation and solicitation of \$100,000+ gifts from individuals and friends. The Director also supervises seven Assistant Directors for Development and is representative of most of the University's colleges. The Director will manage and provide leadership in all facets of the identification, cultivation, solicitation and stewardship processes for the Assistant Directors.

Requirements for the new position include five years' experience in fund raising, a minimum of a bachelor's degree and direct experience in major gift solicitation and major gift fund development. Preference will be given to candidates who have experience in campaign experience and/or experience in a constituency-based fund-raising program.

The effective date for the appointment is September 1, 1992. Compensation will be in the range of \$45,000-\$50,000 per year, commensurate with experience. Applications and nominations will be reviewed immediately, but must be received by August 9, 1992. Send applications and nominations to:

Margaret Shroyer
Director of Development
Major Gifts and College Programs Search
Ohio University
P. O. Drawer 869
Athens, Ohio 45701

MICHIGAN STATE UNIVERSITY Telemarketing Coordinator

Michigan State University, a pioneer land-grant institution founded in 1855, is one of the nation's 10 largest universities. More than 42,000 students in over 200 programs are taught by 4,000 faculty in 14 degree-granting colleges. More than 1,000 of 5,000 acres are developed as one of the nation's most beautiful campuses. The Big Ten AAU university is located in the state capital, Lansing, in the central lower Michigan, 89 miles from Detroit.

The Coordinator of Telemarketing will plan, coordinate and implement multiple telemarketing projects for the College of Law, MSU, directed primarily to alumni, raising both restricted and unrestricted funds for the University; responsibilities include management of an automated computerized environment; identification of prospect; design of marketing materials; identification of telemarketing staff and solicitation of gifts from various alumni audiences; as part of the planning and supervision of this comprehensive state-of-the-art marketing program, this position will schedule calling for the next year's recruits, interviews, hires, and trains students and professional staff; interactions within a highly technical environment consisting of an automated telemarketing system and a predictive dialer; designs and implements computerized scripting and reporting procedures; manages program productivity by observing deficiencies and designing solutions.

A Bachelor's degree in marketing, public relations, business, communications or equivalent; two years of related and progressively more responsible or expansive work experience in professional fund raising is required. Experience with UNIX operating system or an automated telemarketing system is desired.

For application, please call (517) 336-1062 and refer to #SZ0029; deadline is August 15, 1992.

Employment Office
Office of Human Resources
1407 S. Harrison Ross
Michigan State University
East Lansing, MI 48824

MSU is an Affirmative Action, Equal Opportunity Institution.

KALAMAZOO VALLEY COMMUNITY COLLEGE

8767 West O Avenue
Kalamazoo, MI 49009

Dean of Instruction—General Studies: Provides leadership in curriculum and professional development for the following programs and departments: Achievement Plus, Honors, Communications, Arts, Humanities, Information Program, Mathematics and Social Science. This position is accountable to the Vice President for Academic Units and is responsible for the development and implementation of the unit's budget and faculty development. A Master's degree is required; excellent communication skills needed; demonstrated ability to work well with constituents; administrative experience; demonstrated and community college teaching experience desired. Submit résumé, two letters of professional reference and official college transcripts no later than Monday, August 31, 1992 to the Personnel Services Office. KVCC is an Equal Opportunity, Affirmative Action Employer.

Associate Director of Admissions

The School of the Art Institute is seeking an Associate Director of Admissions to assume responsibility for development, implementation and administration of its school relations and transfer admissions programs, including supervision and participation in recruitment and articulation of transfer credit.

Successful candidate will have 4 to 5 years' admissions experience in a programmatic with recruitment and/or marketing, BA necessary. MA in fine arts or related field preferred. Teaching at the college level desirable. Send email, letter and résumé to Louise Ivers, Assistant Director of Personnel, The Art Institute of Chicago, M/C 2, Michigan Ave. at Adams St., Chicago, IL 60603. (EOE).

Requirements for the new position include five years' experience in fund raising, a minimum of a bachelor's degree and direct experience in major gift solicitation and major gift fund development. Preference will be given to candidates who have experience in campaign experience and/or experience in a constituency-based fund-raising program.

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An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academe —

every week in **The Chronicle**.

DEAN OF THE COLLEGE OF LAW WEST VIRGINIA UNIVERSITY

West Virginia University, a pioneer land-grant institution founded in 1855, is one of the nation's 10 largest universities. More than 42,000 students in over 200 programs are taught by 4,000 faculty in 14 degree-granting colleges. More than 1,000 of 5,000 acres are developed as one of the nation's most beautiful campuses. The Big Ten AAU university is located in the state capital, Lansing, in the central lower Michigan, 89 miles from Detroit.

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HEAD, PRESERVATION/CONSERVATION DEPARTMENT Brown University Library

Reports to the Associate University Librarian for Technical Services. Responsible for managing the preservation and storage programs for the six libraries at Brown University, including oversight of the Library's Conservation Laboratory and Bindery; developing short and long range preservation and storage plans and policies; supervising Bindery Manager and Conservator of Library Materials; writing grant proposals for preservation of general collections and other special preservation projects and serving as manager for funded projects; actively participating in state-wide preservation planning; conducting preservation education programs for staff, student assistants and the University community; implementing library storage recommendations; monitoring and revising the Library's disaster plans and emergency control operations. Requirements: MLS degree from an ALA accredited library school; two to four years' professional experience in an academic library; formal training in preservation administration; knowledge of current preservation and conservation techniques; demonstrated ability to plan projects, write reports and communicate effectively with staff at all levels, as well as with colleagues in the national preservation scene. Supervisory experience is desired. Salary: \$35,200 minimum. Send letter of application, résumé and names of three references to Marjorie Rubba, Brown University, Human Resources Dept., Box 1874/B00007, Providence, RI 02912. Review of applications will begin on Oct. 15, 1992, and will continue until the position is filled. Brown University is an Equal Opportunity/Affirmative Action Employer.

BROWN UNIVERSITY

successful experience in progressively responsible positions requiring technical knowledge, management of a comprehensive benefits program, and excellent interpersonal skills, written and verbal communication skills, and a sense of humor. University and/or non-university teaching preferred. Review of applications will begin immediately. Send cover letter, résumé and references to Statewide Office of Human Resources, Box 7773, P.O. Box 7773, Akron, OH 44309-7773. The University of Akron is an EOE/Affirmative Action employer and equal opportunity in all facets of employment. Minorities and women are encouraged to apply.

Physical Education: Johnson C. Smith University invites applications for a 1-3 year temporary faculty position in Physical Education. Application due August 1, 1992. The individual will be responsible for teaching courses in physical education (including fitness), performing monitoring duties, serve on committees, participate in community activities, conduct research. Applicants must have at least a Master's degree, but an earned doctorate is preferred. A valid state teaching certificate with a public school teaching certificate. The application deadline is July 27, 1992 or until the position is filled. Non-US citizens are encouraged to apply. AA/VOE.

Physical Education/Education Instructor, Confining Education: Teach the history, origin, and techniques of YOUTH CONFINING EDUCATION. The individual will be responsible for teaching courses in physical education (including fitness), performing monitoring duties, serve on committees, participate in community activities, conduct research. Applicants must have at least a Master's degree, but an earned doctorate is preferred. A valid state teaching certificate with a public school teaching certificate.

Publications: Publications Coordinator position available at Pensacola Junior College, a college of 1,900 students in Pensacola, Florida. Coordinate graphic design, art work, photography, and printing of all publications produced by the college. Minimum requirements: Bachelor's degree in related area, minimum of two years experience. Requires: Bachelor's degree in related area, minimum of two years experience. Thor- 100 Beulah Ford Road, Charlotte, North

Carolina 28216; phone (704) 378-1081. AA/EOE.

Physical Education: Head women's softball coach. Will also teach fitness related courses, physical education, recreation, and youth courses, strength training; assist coaching another sport. Beginning August 31, 1992. Requires earned doctorate in recreation and leisure studies, teaching experience; desire to develop nationally competitive programs, communally involved in the community. Salary: \$25,000-\$45,000. Send letter of application, résumé and names of three references to Dr. Michael J. Kuhn, Chair, Search Committee, Department of Clinical Psychology, The University of Texas at Tyler, 3900 University Boulevard, Tyler, TX 75794-0001. The University is an Equal Opportunity, Affirmative Action Employer and specifically invites and encourages applications from minorities and women.

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BULLETIN BOARD: Positions available

THE UNIVERSITY OF MONTEVALLO



PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Montevallo invites nominations and applications for the position of Provost/Vice President for Academic Affairs. This vacancy is created by the appointment of the Provost to the University presidency. The anticipated date of appointment is January 1, 1993, but no later than June 1, 1993.

The Provost/Vice President for Academic Affairs is the chief academic officer of the University and is responsible for its administration in the absence of the President.

A candidate should have an earned doctorate in an academic discipline with appropriate experience in academic administration. A candidate should have had experience at the Dean's level or above in long range university planning, curriculum development, faculty administration, and university budgeting, with a distinguished record of academic leadership. A bachelor's degree is required; preference will be given to candidates with master's degrees or higher.

Salary will be competitive and commensurate with experience. Relocation assistance and an excellent benefits package will be provided.

For full consideration, applications must be received by August 3, 1992. Applications will be accepted until the position is filled.

Interested applicants should send a cover letter of application and résumé to:

Leonard P. Raley (Chair, Search Committee)
Assistant Vice President
Institutional Advancement
The University of Montevallo
100 Building, Third Floor
College Park, MD 20742

THE UNIVERSITY OF MARYLAND IS AN EQUAL OPPORTUNITY INSTITUTION WITH RESPECT TO BOTH EDUCATION AND EMPLOYMENT. THE UNIVERSITY OF MARYLAND'S EQUAL OPPORTUNITY ACTIVITIES ARE IN CONFORMANCE WITH PERTINENT FEDERAL AND STATE LAWS AND REGULATIONS ON NON-DISCRIMINATION REGARDING RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX AND HANDICAP.

Screening will begin September 1, 1992 and continue until a suitable applicant is found. Nominations, inquiries, and letters of application with résumé and 3 letters of reference submitted by references should be submitted to:

Robert M. McChesney, President
Station 6001
University of Montevallo
Montevallo, Alabama 35115-6001

The University of Montevallo is an equal opportunity employer and encourages the nomination and candidacies of women and minorities.

Vice President, Business Services Ohlone College, Fremont, California

This San Francisco bay area community college of 10,000 students is accepting applications for Vice President, Business Services, MA degree + 5 years experience.

Salary: \$71,330 to \$76,745 plus liberal benefits. Deadline 8/1/92. 4 pm. Contact Personnel, Fremont Newark CCID, 43600 Mission Blvd., Fremont, CA 94538, (510) 659-6394.

Ohlone College is an Equal Opportunity, Affirmative Action Employer and specifically invites and encourages minorities, the disabled, Vietnam era veterans, and women to apply.

Recreational Sports: The Mississippi State University is seeking a Director of Recreational Sports. The position is responsible for the supervision, direction, and coordination of all intramural sports activities. The salary is \$39,404. Applications will be accepted through August 1, 1992. Send resume and list of names, mailing addresses and telephone numbers of three to five references to: Dr. William H. Jacobson, Ed.D., Project Director, Department of Recreational Sports, Box 1723, Mississippi State, Mississippi 39762. AA/FE/DE.

Rehabilitation: UALR, Orientation and Mobility Instructor/Assistant. The University of Arkansas at Little Rock is an equal opportunity and affirmative action employer, and actively seeks the candidacies of minorities, women, and individuals with disabilities. All applications are subject to disclosure under the Arkansas Freedom of Information Act.

Research/Electrical Engineering: Research Associate, Department of Electrical Engineering, The University of Mississippi, University, MS 38677. Research Associate to conduct research and teach some courses.

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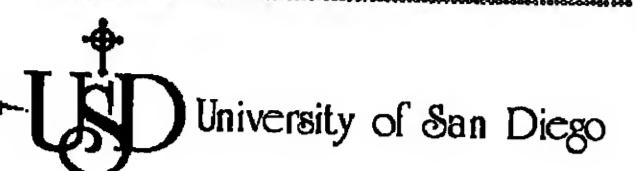
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Research/Electrical Engineering: Research Associate, Department of Electrical Engineering, The University of



VICE PRESIDENT FOR ACADEMIC AFFAIRS / PROVOST

The University of San Diego invites applications and nominations for the position of Vice President for Academic Affairs and Provost.

THE UNIVERSITY The University of San Diego is an accredited, coeducational, independent Catholic university founded in 1949. USD offers a wide range of academic and professional programs at the graduate and undergraduate levels in a College of Arts and Sciences, Law and Nursing. USD considers teaching its highest priority, with both scholarship and service to others as integral to its mission. It welcomes students, faculty, and administration and staff of all races, religious and cultural backgrounds. A five-year plan began in 1989 reflecting the consensus of the University community in five distinguishing characteristics:

- Catholicity:** Within its commitment to probe the Christian message as enunciated by the Catholic church, the University welcomes to its community members whose lives are formed by different traditions and insights.
- Quality:** The development of human, environmental, programmatic and financial resources will be grounded in a commitment to quality as distinguished from size or comprehensiveness, for example.
- Values:** Academic integrity, understanding, wisdom, knowledge, prudence, justice, courage, temperance and truthfulness are values at the core of the University.
- Pluralism:** Diversity. USD is committed to reflecting the cultural pluralism of local and regional populations in which all members are welcome, for whom every student must be available.
- Humanism:** The University seeks to offer opportunities for intellectual, physical, spiritual, psychological, social, cultural and environmental development of its members.

RESPONSIBILITIES: The Vice President for Academic Affairs/Provost reports directly to the President of the University. Together they are responsible for developing, implementing and evaluating the University's educational mission. The Vice President for Academic Affairs oversees the academic programs of the University as a whole. He or she has broad responsibilities under the President for academic policy and practice, and for hiring, promotion, tenure, and other relevant aspects of personnel matters. In the President's absence, the Vice President/Provost normally replaces the President.

QUALIFICATIONS: Applicants must have an earned doctorate in an academic field with a distinguished record of teaching, scholarship and publication, as well as significant administrative experience commensurate with an appointment as a senior academic officer. The successful candidate will provide evidence of strong organizational, leadership and communication skills and must demonstrate understanding of and sensitivity for a shared governance structure. He or she must be an informed, committed Roman Catholic.

STARTING DATE: July 1, 1993.

SALARY: Salary is competitive and determined on the basis of qualifications and experience.

APPLICATION: Application letter with vita and two letters of reference (names and phone numbers of four others) will be received until September 8, 1992, with interviewing to begin in late October, 1992. Please include a letter, not to exceed two pages, expressing your reasons for interest in this position. Letters of nomination will be received until August 15, 1992. Applications or nominations should be submitted to: Darlene A. Pienta, Ph.D., Chair, Provost Search Committee, Provost's Office, University of San Diego, Alcala Park, San Diego, CA 92110; phone 619-260-4553; fax 619-260-2210.

Equal Opportunity, Affirmative Action Employer



Assistant Vice President Research Division

Opportunities with American College Testing (ACT) for research professionals with administrative experience. Person hired will have administrative responsibility for planning and directing staff and activities in two departments: research measurement and statistical research, testing, or related field; and 10 years' postdoctoral experience, including supervisory/administrative responsibilities.

Compensation includes exceptional benefit program. Position located in modern headquarters complex in midwestern university community.

To apply, send letter of application and résumé to Human Resources Dept., ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

ACT is an Equal Opportunity, Affirmative Action Employer.

of advanced optical diagnostic instruments, including laboratory experiments, and making field measurements. Experience in instrumentation at various laboratories in the United States and abroad is required. A Ph.D. in Physics or equivalent. Minimum: Ph.D. degree for mechanical or Chemical Engineering is required. Experience must have at least one year of industrial consulting and research experience with specialization in laser optics and spectroscopy. Salary will be commensurate with experience. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. The University is an Equal Opportunity, Affirmative Action, Equal Opportunity Employer.

Research / Mechanical Engineering: Research Associate. Will perform research in the field of the modeling and control of various processes and designs to produce a generation of quality parts which include minimization of surface deviation. Will perform tool design and work in the United States most of the time.

task analysis of real surfaces of face gears and develop new methods of grinding to be used in gear manufacturing. Uses IBM mainframe, DEC, VAX, and VME, with software: FORTAN, DISPLA, DIAL, MINPACK and LINPACK to perform finite element analysis. Experience in Mechanical Engineering. Education to include completion of Ph.D. thesis in the computer modeling of mechanical systems. Good communication and writing skills and ability to work in a team environment. Required: M.S. degree in mechanical engineering and 3 years experience as a research scientist. Minimum: B.S. degree in mechanical engineering and 5 years experience as a research scientist. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. The University is an Equal Opportunity, Affirmative Action, Equal Opportunity Employer.

Research / Mechanical Engineering: Research Associate. Will perform research in the field of the modeling and control of various processes and designs to produce a generation of quality parts which include minimization of surface deviation. Will perform tool design and work in the United States most of the time.

Coordinator for International Student Admissions

QUINNIPAC COLLEGE

Assistant/Associate Provost

Q uinnipiac College is located on an idyllic 170-acre campus in Hamden, Connecticut, a suburb of New Haven and convenient to Hartford, New York City and Boston. The College mission is to provide excellent education in an environment emphasizing sensitivity to students and a strong spirit of community. Current enrollment is comprised of 2,500 full-time undergraduates in the Schools of Allied Health and Natural Sciences, Business and Liberal Arts; and 1,000 students in our continuing education and graduate programs. Additionally, the Bridgeport School of Law at Quinnipiac enrolls approximately 650 students.

Responsibilities: Administering college-wide undergraduate curriculum; facilitating academic program planning and development of assessment measures; implementing instructional development initiatives; teaching one course per semester; and other duties as assigned.

Quinnipiac College is an Equal Opportunity/Affirmative Action Employer.

Qualifications: Earned doctorate; significant academic experience (including teaching, scholarly activity and academic leadership) with credible record of accomplishments; commitment to promoting diversity; and an interest in grant-writing.

Applications: Should include a curriculum vitae, letter of interest, and names and phone numbers of several references. The College hopes to fill this position by January 1993. Nominations and applications should be sent to: Office of the Provost, Quinnipiac College, Mt. Carmel Avenue, Hamden, CT 06518.

Quinnipiac College is an Equal Opportunity/Affirmative Action Employer.

Huron University invites applications for

CAMPUS DIRECTOR—ACADEMIC DEAN at its Sioux Falls, South Dakota Campus

The Campus Director—Academic Dean provides the administrative and academic leadership for the Branch Campus. The Sioux Falls Campus currently enrolls approximately 1,500 part-time undergraduate students and employs approximately 100 part-time instructors. Degree programs include Associate of Applied Science and Bachelor of Science Degrees in Business Administration and Applied Management. The Campus Director—Academic Dean reports to the University President and coordinates and approves all academic matters through the Vice President for Academic Affairs.

Sioux Falls, South Dakota, home of the Branch Campus, is 130 miles from the main campus in Huron, and is South Dakota's financial capital and a major commercial, retail, and medical center. Sioux Falls is one of the Midwest's fastest growing communities.

REQUIREMENTS: Earned Doctorate in Business or MBA plus an Earned Doctorate in closely related field. Academic administrative experience required. Previous administrative experience desired. Demonstrated ability to work with business and community leaders, recruit students, and effectively manage a small full-time professional staff is expected.

SALARY: Submit qualifications, Health and Retirement Benefit Package available.

To apply: Submit a letter of application, current vita/résumé, and three names and contact information for five references to Dr. John Reynolds, President, Huron University, 333 9th St. SW, Huron, SD 57530. Official transcripts will be required of finalists. Review of applications will commence on August 3, 1992, and continue until the position is filled.

Huron University is an Equal Opportunity Employer.

VICE CHANCELLOR FOR ADMINISTRATIVE SERVICES

University of Missouri-St. Louis

Applications are being accepted for the position of Vice Chancellor for Administrative Services at the University of Missouri-St. Louis. The vice chancellor is one of five who report directly to the Chancellor.

Administrative services include physical plant, facilities management, planning and construction, property acquisitions, environmental health and safety, police/transportation, human resources, and certain auxiliary and general services. The vice chancellor also plays a leadership role in the physical development of the campus.

The successful candidate should have earned a master's degree in an appropriate discipline and possess at least ten years of relevant technical and financial experience. A proven track record of administrative experience in both the public and private sectors is desirable. Applicants should have demonstrated analytical skills, the ability to work effectively with a variety of internal and external constituencies, and the ability to understand and participate in the budget process. The successful candidate must be able to work cooperatively with the Chancellor, a culturally diverse campus community, and University of Missouri system personnel.

The University of Missouri-St. Louis is a dynamic urban campus founded in 1963. As a large metropolitan campus, the University of Missouri-St. Louis shares the University of Missouri's land-grant mission and status as the only public, comprehensive research university in Missouri. The University of Missouri-St. Louis offers approximately 70 degree programs through the doctorate and professional degree level and serves more than 15,000 students. The campus consists of some forty buildings and over 2 million gross square feet of facilities on two hundred acres.

Candidates must submit a letter of application, a curriculum vitae, and names, telephone numbers, and addresses of at least three references. Completed applications, as outlined above, must be received by August 7, 1992, and should be addressed to:

Chancellor's Office/401 Woods Hall
Vice Chancellor for Administrative Services
Search Committee
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121-4499

An Equal Opportunity Employer

Research / Medicinal Research Scientist. Participate in a laboratory and field research program. Research on thrombosis and hemostasis, and platelet aggregation. Use IBM computer, DEC, VAX, and VME, with software: FORTAN, DISPLA, DIAL, MINPACK and LINPACK to perform finite element analysis. Experience in Mechanical Engineering. Education to include completion of Ph.D. thesis in the computer modeling of mechanical systems. Good communication and writing skills and ability to work in a team environment. Required: M.S. degree in mechanical engineering and 3 years experience as a research scientist. Minimum: B.S. degree in mechanical engineering and 5 years experience as a research scientist. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1173.

Research / Molecular Biology: Research Assistant. We are seeking a Research Assistant in the field of molecular biology, as well as a minimum of one year's laboratory experience in molecular biology. The individual will develop a new technique for the analysis of DNA and RNA, and maintain a database of DNA and RNA, and publish results of research. Participate in other collaborative research. Participate in the Department and the School of Medicine and the School of Pharmacy. Attends and contributes to research committee. Contributes to research interests. Required: M.S. degree in molecular biology or equivalent. Good communication skills and ability to work in a team environment. Required: M.S. degree in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1174.

Research / Pathology: Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1175.

Research / Neurochemistry: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1176.

Research / Molecular Biology: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1177.

Research / Molecular Biology: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1178.

Research / Molecular Biology: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1179.

Research / Molecular Biology: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1180.

Research / Molecular Biology: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1181.

Research / Molecular Biology: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1182.

Research / Molecular Biology: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1183.

Research / Molecular Biology: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1184.

Research / Molecular Biology: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1185.

Research / Molecular Biology: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1186.

Research / Molecular Biology: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybridization techniques. Requires M.D. or Ph.D. in molecular Biology. Good communication skills and ability to work in a team environment. Required: M.D. or Ph.D. in molecular biology or equivalent. Minimum: B.S. degree in molecular biology or equivalent. Applications will be accepted through August 29, 1992, or until the position is filled. Send three letters of recommendation and a copy of your resume to: Director, DIAL, P.O. Box 37624, Indianapolis, Indiana 46237. (601) 251-2100. Job Order #1187.

Research / Molecular Biology: Research Associate. Will work on a multidisciplinary research and proposals techniques for the treatment of bladder cancer through quantitation of genetic markers. Experience in molecular biology, immunohistochemistry, PCR, DNA sequencing and Fluorescence in situ Hybrid

Rift Grows Between Scholars and U.S. Officials Over Way Federal Funds Are Awarded

By STEPHEN BURD

A number of incidents in the past year signal a growing rift between scholars and government officials over the way federal funds are awarded for arts, science, and humanities projects.

They include:

- A decision by the acting chairwoman of the National Endowment for the Arts to overturn the recommendations of a peer-review panel in rejecting two grants to university arts centers.

■ A vote by Congress to rescind \$2-million from the National Science Foundation and \$183,000 from the National Institute of Dental Research. A report accompanying the bill suggests that the funds come from 31 projects supported by the NSF and three projects at the dental institute. The Senate Appropriations Committee singled out those peer-review approved projects—on the basis of their titles—as being unworthy.

■ The cancellation last July by the Secretary of Health and Human Services of a survey focusing on teen-age sexuality that had been awarded funds by the National Institutes of Health. Three months later, a study of adult sexuality was put on "indefinite" hold by the National Institute of Child Health and Human Development.

■ Contentions by former staff members of the National Endowment for the Humanities and by several rejected applicants that Lynne V. Cheney, the NEH chairwoman, manipulates the endowment awards process so that applications from controversial scholars or about certain subjects are rou-



Rep. Ralph Regula, an Ohio Republican: "Someone must be accountable for how taxpayers' dollars are expended."

tinely rejected. Mrs. Cheney denies the charges.

■ A 39-per-cent increase for fiscal 1992 in the amount of money Congress appropriated for specific campus projects that had not been subject to competitive reviews.

Individually, those incidents sparked discussions of government support for art considered by some to be obscene and of the value of social-science research. But cumulatively, some scholars say, something larger is going on: The peer-review process is being either trampled or ignored.

They argue that government officials should limit themselves to setting broad priorities and budgets for the different agencies and divisions within the agencies. Decisions about the merit of individual grant applications, they say, should be left to experts in the arts, sciences, and humanities—the peer reviewers.

Says Vartan Gregorian, president of Brown University and a past peer reviewer at the NEH: "Unless there is something extraordinary, like some gross malfeasance, or members of the panel



Robert C. Lederhouse of Michigan State U.: "People don't really understand how the scientific process works."

did not do their homework, or the make-up of the panel is inadequate or their expertise is lacking, there should not be any intervention into the peer-review process."

Bush Administration officials and lawmakers from both parties say scholars are deluding themselves by thinking that peer reviewers should have the final say.

While reviewers play a vital role in sifting applications, the officials and lawmakers say, a higher authority from time to time must decide if the public is being well served.

Rep. Ralph Regula, an Ohio Republican, says: "Scholars love to get together at a coffee shop and argue over applications until they reach consensus, and then say that their decisions should be final. But it cannot work that way."

He adds: "Someone must be accountable for how taxpayers' dollars are expended."

Reliance on Specialists

Sen. Robert C. Byrd, a Democrat from West Virginia and chairman of the Senate Appropriations Committee, says it is Congress's job to oversee "wasteful and unnecessary" spending at agencies. He cited that duty in explaining his push to cut various projects at the NSF and the NIH.

Federal agencies rely on peer-review panels to pick out the best proposals submitted to the agencies. Reviewers typically are specialists in the field being reviewed. They either meet together once or twice a year to review large numbers of applications, or submit their reviews by mail. The reviews consist of a written evaluation and a rating of the project, which the agencies use to help determine who receives awards.

The purpose of the research program is to help the government "evaluate the likely magnitude of the economic effects of global change on society and to evaluate the cost of options designed to address global change," the report states. But it adds that the program does not support "short-term evaluation of specific policy proposals" because that would threaten its credibility.

Last week, representatives of the European Community, Japan, Russia, and the United States signed an agreement to cooperate in the design of a \$5-billion experimental reactor.

Each of the four parties agreed to contribute equally to the \$1.2-billion engineering design of what is formally known as the International Thermonuclear Experimental Reactor, or ITER. When the design is completed, the four parties will decide whether to proceed with construction of the reactor, which is intended to demonstrate the feasibility of harnessing nuclear-fusion energy. —KIM A. McDONALD

WASHINGTON UPDATE

- Senate appropriations panel votes to continue supercollider
- Administration releases plan on economics of global change

The Senate Appropriations Committee voted last week to continue construction of the Superconducting Supercollider, providing \$550-million for the project in fiscal 1993.

While the amount is \$100-million less than President Bush requested for the project, its inclusion in the Senate's version of an appropriations bill for the Energy Department's civilian-research programs increases the likelihood that the subatomic-particle accelerator will be continued next year.

Last month, in an expression of frustration over the rising federal deficit, the House of Representatives voted to kill the \$8.25-billion supercollider. That action shocked the country's high-energy physicists, many of whom believed Congress was unlikely to abandon the project after investing more than \$1-billion into the collider's design and construction.

Other researchers have opposed the supercollider, saying it has limited scientific value and limits funds for other projects.

Sen. J. Bennett Johnston, a Louisiana Democrat who chairs the Senate Appropriations subcommittee with jurisdiction over energy-research programs, said \$550-million

lion was the "minimum figure necessary" to keep the project on schedule for completion in 1999. But Sen. Dale L. Bumpers, an Arkansas Democrat who opposes the project, plans to offer an amendment on the Senate floor to kill the collider.

The Senate bill also provides \$60-million within a \$335-million allocation for magnetic-fusion-energy research for the design of another large-scale scientific project—the first working nuclear-fusion reactor.

The purpose of the research program is to help the government "evaluate the likely magnitude of the economic effects of global change on society and to evaluate the cost of options designed to address global change," the report states. But it adds that the program does not support "short-term evaluation of specific policy proposals" because that would threaten its credibility.

The President has proposed spending about \$18.3-million on the research in fiscal 1993, an increase of nearly 60 per cent.

The plan was prepared by a group under the Federal Coordinating Council for Science, Engineering, and Technology, which included representatives from the White House Council of Economic Advisors and 17 other agencies.

The Bush Administration has

COLLEEN CORDES

a single individual, especially a political appointee, makes some scholars uneasy. Kathryn K. Sklar, a professor of history at the State University of New York at Binghamton and a frequent peer reviewer at the NEH, says: "For a democracy, the government does not have a disproportionate amount of power in the person of the director of the NEH. So the endowment has the potential for providing very democratic access to the nation's resources for scholarship, but it also has the potential for blocking this access when the chairman sees fit."

The Will of the President

Representative Regula says the power of the chairman is entirely appropriate. "Ultimately, Lynne Cheney is reflecting the will of the President, and the President is reflecting the will of the people who elect him," he says. "That's the way our country works."

Robert Bell, a professor of economics at Brooklyn College, wrote a book this year called *Impure Science* that examines abuses of the peer-review process at the NSF. He says a study undertaken by the foundation in 1986 showed that 60 per cent of the applicants who fail to win an award in a given year believe the system is unfair. Yet, few scholars appeal the agency's decisions.

Tensions have been especially apparent at the NEH, where multiple peer-review groups have demanded a detailed explanation by the acting chairwoman, Anna Imelda Radice, as to why she rejected grants for galleries at the Massachusetts Institute of Technology and Virginia Commonwealth University. In addition, two sitting peer-review panels, protesting Ms. Radice's action, disbanded without completing their work.

While attracting less national publicity, Congress's rescission of funds to the NSF and the dental institute raised red flags for scientists across the country. Robert C. Lederhouse, who is doing postdoctoral work in the department of otolaryngology at Michigan State University, is a principal investigator on one of the projects—a study of the life history of the swallow-tailed butterfly—that Congress recommended be eliminated.

He says that the bill sent a message to the scientific community that all research should fight a certain disease or produce a certain product.

"People don't really understand how the scientific process works: that to solve problems, you need a greater understanding of how things work in general," he says. "But you will not get this understanding if everything is dedicated to solving specific problems."

Power of Chairmen Criticized

In some respects, various federal agencies handle peer review differently, and scholars have varying concerns about the different systems. A concern at the NEH, the NEA, and the NSF is that certain individuals have too much power to overturn grants—the chairmen at both the humanities and arts endowments and the program officers at the science foundation.

But tensions rise as money gets tighter, says Daryl E. Chubin, a senior associate at the Office of Tech-

nology Assessment says it gives too much power to each reviewer. "All you need is one real bad rating for a project to fail," he says. "It's as if each reviewer has veto power."

Mr. Chubin says the NSF system may be more amenable to supporting experimental or cutting-edge work, because the strong role of the program officers gives them more flexibility to choose among highly rated projects.

Despite all the problems, says Jerold Rosenthal, director of federal relations at the National Association of State Universities and Land-Grant Colleges, "no one has come up with a better way to allocate federal funds."

Thomas Loeser, an assistant professor of art at the University of Wisconsin at Madison, says he and his colleagues on a crafts panel at the NEA were frustrated by the controversies. "We felt caught be-

tween a rock and a hard place," he says, "wanting to stand up for our principles, but also wanting to get money out to the field, to the artists who need federal support."

Mr. Chubin says agencies should continually evaluate whether their system is as fair as possible.

45 Appeals a Year

A first step in improving the process would be to strengthen the appeals system, he says. All of the agencies—except the NEH—now offer a formal appeals hearing for applicants who say their grants were unfairly rejected.

But Mr. Chubin says the processes as they now run often serve simply as window-dressing. "I don't think many people win, and it takes a lot of time," he says.

According to James M. McCullough, director of the program-evaluation staff at the NSF, the agency hears about 45 appeals a year, and typically overturns only one or two decisions. An NEA spokeswoman says the endowment hears about 15 appeals a year, few of which result in a new decision.

By opening up the system, agencies would give an applicant the chance to see that they are acting in good faith, Mr. Chubin says.

"Everyone who is turned down feels wronged, that they should have gotten a better hearing, that they were treated unfairly," he says. "Agencies should offer an appeals process that resembles a legal proceeding so as to insure that participants are given due process in the review of their proposals."



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Status of Federal Legislation

LEGISLATION		MAJOR PROVISIONS		STATUS	
Copyright	HR 4412, S 1035	BOTH BILLS: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	HOUSE: Approved by committee April 30, 1992 SENATE: Passed September 27, 1991 S Rep 102-141	WASHINGTON	
Education research	HR 4014, S 1278	BOTH BILLS: Would reauthorize the Education Department's Office of Educational Research and Improvement. Would create new programs to disseminate the results of research sponsored by the office.	HOUSE: Approved by committee May 20, 1992 SENATE: Approved by committee March 18, 1992 S Rep 102-269		
International exchange	HR 3215	BOTH BILLS: Would authorize \$20-million in new federal spending on educational and research exchanges between American and Latin American colleges and universities.	HOUSE: Approved by committee June 10, 1992 H Rep 102-654		
International exchange	S 2632	SENATE BILL: Would authorize the creation of new educational exchange programs between the United States and the nations of the former Soviet Union. Would authorize the creation of a foundation to assist scientists and engineers in the former Soviet Union who want to do research cooperatively with American scientists and institutions.	SENATE: Passed July 2, 1992 S Rep 102-292		
Job training	HR 3033, S 2055	BOTH BILLS: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would link job-training programs supported under the act to state and federal efforts to reform the welfare system.	In conference		
National Science Foundation	HR 2282	HOUSE BILL: Would amend the 1988 law that authorized the National Science Foundation for five years by raising the foundation's budget ceiling for fiscal 1992 to the President's recommended level of \$2,721-billion. The amendments would also allow up to \$40-million to continue the program to renovate research facilities and up to \$33.5-million to help institutions buy research equipment.	HOUSE: Passed July 11, 1991 H Rep 102-131		
Research facilities	HR 2407, S 1444	BOTH BILLS: Would make it a federal crime to vandalize facilities used for research on animals or to remove animals from such facilities.	HOUSE: Approved by committee April 2, 1992 H Rep 102-498 SENATE: Passed October 18, 1991 S Rep 102-141		
Science education	HR 2936	HOUSE BILL: Would authorize new programs at the National Science Foundation, which could receive up to \$35-million annually to provide grants to community colleges for science and technical education.	HOUSE: Approved by committee April 2, 1992 H Rep 102-508		
Student aid	HR 3853, S 1150	COMPROMISE BILL: Would reauthorize the Higher Education Act for five years. Would reauthorize Stafford Student Loans, with loan limits of \$2,825 a year for freshmen, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$8,500 for graduate students. Would authorize a pilot project for a direct-loan system that would replace guaranteed student loans on 500 campuses. Would authorize increases in the maximum size of a Pell Grant, from \$3,700 for the 1992-93 academic year up to \$4,500 in 1997-98. Would expand the Stafford Student Loan program to make all students eligible for loans, regardless of income. Would exclude the equity that a family owns in a home or farm from calculations of wealth used to determine aid eligibility.	Signed by the President		
Taxes	HR 11	BOTH BILLS: Would extend, for 18 months, tax breaks that allow workers to receive up to \$5,250 in employer-provided educational assistance without paying income taxes on the funds, allow wealthy donors to gain the complete tax advantages of making gifts of appreciated property, and give businesses a tax credit for increased spending on research.	HOUSE: Passed July 2, 1992 SENATE: Approved by committee June 16, 1992		

Appropriations Bills for Fiscal 1993

(Amounts in millions of dollars, rounded to nearest million)

LEGISLATION		Spending This Year	House Bill	Senate Bill	Compromise Bill	STATUS
Department of Agriculture	HR 5487	\$419 \$266	\$418 \$448	\$422 \$467		HOUSE: Passed June 30, 1992 H Rep 102-617 SENATE: Approved by subcommittee July 21, 1992
Arts and humanities	HR 5503	\$176 \$176	\$176 \$178	\$176 \$179		HOUSE: Passed July 23, 1992 H Rep 102-626
Department of Education and Health and Human Services	HR 5873	\$29,800 \$2,472 \$5,460 \$2,532 \$3,935 \$1,968	\$29,800 \$2,472 \$5,460 \$2,532 \$3,935 \$1,968	\$29,800 \$2,472 \$5,460 \$2,532 \$3,935 \$1,968		HOUSE: Approved by committee July 23, 1992
National Archives and other agencies	HR 5488	\$182 \$182 \$175 \$175 \$175 \$175	\$182 \$182 \$175 \$175 \$175 \$175	\$182 \$182 \$175 \$175 \$175 \$175		HOUSE: Passed July 1, 1992 H Rep 102-618
National Science Foundation and Department of Veterans Affairs	HR 5489	\$2,617 \$1,675 \$1,675 \$1,675 \$1,675 \$1,675	\$2,617 \$1,675 \$1,675 \$1,675 \$1,675 \$1,675	\$2,617 \$1,675 \$1,675 \$1,675 \$1,675 \$1,675		HOUSE: Approved by committee July 23, 1992

House Panel Votes to Cut Pell Grants and to Reduce Other Aid Programs

By STEPHEN BURD and THOMAS J. DeLOUGHRY

WASHINGTON

The House Appropriations Committee last week approved legislation that would cut Pell Grants by at least \$100 and reduce other aid programs by 1 per cent in academic 1993-94.

The action was a major defeat for college officials and student leaders who had urged lawmakers to increase spending in a follow-up to Congress's overwhelming approval of legislation that reauthorized the Higher Education Act.

Without an increase in appropriations, the higher limits for Pell Grant, College Work-Study, and other programs in the reauthorization legislation could represent empty promises to students.

House Approval Expected

The appropriations bill, which covers the Departments of Education, Health and Human Services, and Labor, also disappointed biomedical researchers. They had wanted more than the 3.1-per-cent increase in the budget for the National Institutes of Health that the committee approved.

The committee's actions sent the spending bill to the floor of the House of Representatives, where it is expected to be approved. The Senate has not yet drafted its education spending bill for fiscal 1993, which begins on October 1.

Government & Politics

Committee's bill would restore hundreds of millions of dollars for programs the President would have eliminated, including assistance for public and college libraries, and "impact aid" to school districts that serve the children of military personnel.

The appropriations subcommittee that drafted the bill also dealt with a \$1.5-billion shortage in the Pell Grant programs that the White House revealed in June, months after it had sent its budget request to Congress. The subcommittee inserted \$74-million to help close the huge gap, which resulted from greater-than-expected demand for the grants in academic 1991-92 and 1992-93.

Snid Rep. William H. Natcher, the Kentucky Democrat who chairs the subcommittee that drafted the bill: "This bill does not suit any of the subcommittee members. It is not the best bill that we have

"It is not the best bill that we have ever presented. But it is the best bill we could come up with, with the limited amount of money available."

ever presented. But it is the best bill we could come up with, with the limited amount of money available."

The committee sought to pay for the increased demand that is projected for the 1993-94 academic year by appropriating \$5.8-billion, an increase of \$410-million over the funds for 1992-93. The increase would consist of additional spending plus \$185-million in recommended savings in the program.

Committee members did not specify which programs should get portions of the funds. Such distributions will be made when the House and Senate meet in the fall to design a final appropriations bill.

Despite the increase in appropriations, the money would not be sufficient to pay for the current maximum Pell Grant of \$2,400. The committee recommended that the maximum be \$2,300 in 1993-94, but said the Education Department should be allowed to set the limit even lower if it determined that the funds were insufficient.

The committee said the \$185-million in savings would be achieved by requiring the Education Department to enact unspecified provisions of the higher-education reauthorization law immediately, rather than waiting for 1993-94. The department also would be required to verify the accuracy of information provided by all Pell Grant recipients, rather than the 30 per cent that it now checks.

National Board for Professional Teaching Standards Seeks Comments on Draft Request for Proposals #7

The National Board for Professional Teaching Standards (NBPTS) is establishing high and rigorous standards for what accomplished teachers should know and be able to do and is developing state-of-the-art performance assessment methods to ascertain who meets those standards for National Board Certification (NBC). NBPTS seeks comments on its DRAFT Request for Proposals (RFP) #7 for the NBC assessment delivery system. Proposals will be sought from testing corporations, information system developers, personnel and teacher training networks, other public and private agencies, professional associations, groups, individuals or consortium of organizations for establishment of the National Board Certification delivery system.

The NBC delivery system will include development of a candidate and assessment information system, the production and distribution of informational and assessment materials, the development and implementation of an assessor recruitment and training system, establishment of assessment facilities as required, and administration of a scoring and candidate feedback system.

Individuals interested in reviewing and commenting on the DRAFT RFP #7 should contact:

National Board for Professional Teaching Standards
RFP #7 Review
300 River Place, Suite 3600
Detroit, MI 48207
Attention: Patricia Sineill
Telephone (313) 269-0830 ext. 226, Fax (313) 259-0973

Comments must be received by August 24, 1992.

Government & Politics

shortage should not be paid for with regular Pell Grant funds.

"It's clear that the subcommittee made an effort to place a priority on Pell Grants," said Becky H. Timmons, director of Congressional liaison for the American Council on Education. "You can look at the bill and see that, but it's tragic for the kids affected that the result is still going to be a reduced award to \$2,300, with frightening language that gives the department authority to set the limit even lower."

The one bright spot among the student-aid programs was the committee's proposed 59-per-cent increase in the federal contribution to the Perkins Loan Program. The panel raised the contribution to

crease of \$165-million from the President's request.

Every institute in the NIH would receive less than the President requested. But only one, the National Center for Research Resources, would receive less than it did in 1992.

The bill calls for a 2.4-per-cent increase for the National Cancer Institute, \$11.8-million less than the President requested. The National Institute of Allergy and Infectious Diseases, the unit that houses AIDS research in the NIH, would receive a 3-per-cent increase, \$20.8-million less than the Administration wanted.

David B. Moore, assistant director of governmental relations at the Association of American Medical Colleges, said that the small increases were due in part to the fact that Congress had delayed about \$175-million of the \$9-billion it allocated for the NIH last year. That money must come out of this year's awards, Mr. Moore said, adding: "The system can only be stretched so far."

Members made it clear

they were angry with the

Education Department

for not notifying

them of the

shortage until June.

Spending for Women's Health

A bright spot for advocates of women's health research was language in the bill that would direct the National Cancer Institute to increase spending on breast, cervical, and ovarian cancer by at least one-third of what it is spending on these areas in 1992.

Committee members did not specify which programs should get portions of the funds. Such distributions will be made when the House and Senate meet in the fall to design a final appropriations bill.

Rep. Richard J. Durbin, a Democrat from Illinois, said the cuts that the committee had recommended to the President's requests would not be sufficient to pay for the current maximum Pell Grant of \$2,400. The committee recommended that the maximum be \$2,300 in 1993-94, but said the Education Department should be allowed to set the limit even lower if it determined that the funds were insufficient.

The committee's bill would reduce Supplemental Educational Opportunity Grants, College Work-Study, and State Student Incentive Grants below 1992 levels by 1 per cent. The committee's cuts, however, would be less severe than the reductions that President Bush asked for in January. The President requested that supplemental grants be cut by 38 per cent, that work-study be slashed by 26 per cent, and that funds for Perkins loans and state grants be eliminated.

The committee's cuts, however, would be less severe than the reductions that President Bush asked for in January. The President requested that supplemental grants be cut by 38 per cent, that work-study be slashed by 26 per cent, and that funds for Perkins loans and state grants be eliminated.

While the small increase for the NIH is "understandable," this year, said Jerold Roschwalb, director of federal relations at the National Association of State Universities and Land-Grant Colleges, "I am terrified that people are going to start to get used to these kinds of budgets."

The committee bill would trim nearly every other higher-education program by 1 per cent in 1993-94. That includes aid for historically black colleges and a collection of graduate-fellowship programs.

Trio Programs Included

Higher-education officials, who have been asking the White House and Congress to treat the Pell Grant shortage as a financial "emergency," were unhappy with the committee's bill. The officials had argued that the increased demand for the grants was a direct result of the recession and that the

lobbyists for biomedical research pointed out that the Appropriations Committee's actions were in sharp contrast to years past, when the committee has almost routinely increased the President's requests for the NIH. In fact, this year's House appropriations bill called for the smallest percentage increase that the committee had recommended for the NIH over the last ten years.

Spending for all of the biomedical agency's activities would total about \$9.2-billion, an increase of \$279-million over 1992, but a de-

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WASHINGTON ALMANAC

In Federal Agencies

Estuarine research.

The Commerce Department has proposed rules that revise existing regulations governing the selection, designation, operation, and financing of national estuarine research reserves. Comments must be received by August 31 (Federal Register, July 17, 1992).

Information disclosure. The Department of Commerce has issued proposed rules to require all higher-education institutions that participate in federal student-aid programs to disclose to current and prospective students and employees information about campus safety, pollution and graduation rate or completion rates. Comments must be received by August 31 (Federal Register, July 10, 1992).

Tax-exempt organizations. A 1995

seek to increase science and technology cooperation between the United States and Latin America by improving financing for research efforts and by establishing the Inter-American Scientific Educational Development Exchange to provide graduate and post-doctoral fellowships for American and Latin American students. By Senator Bingaman (D-N.M.) and Gore (D-Tenn.).

Tax-exempt organizations. A 1995

Pubic Health Service Act to authorize grants for the establishment of five Tuberculosis Prevention and Control Centers to conduct research on and treat the disease. By Senator Bradley (D-N.J.).

Washington People

Sarah Dinhm, professor of educational psychology at the University of Arizona, has been re-appointed to the National Advisory Board of the Fund for the Improvement of Postsecondary Education and has been designated by Mr. Alexander to be chairwoman of the board.

Max M. Kampelman, a lawyer in Washington, has been nominated by President Bush to the Board of Directors of the United States Institute of Peace.

John McCarthy, a lawyer in Sacramento, has been appointed by Secretary Alexander as the Secretary's representative in the Education Department's regional office in San Francisco.

Christopher H. Phillips, a consultant to the State Department, has been nominated by President Bush to the Board of Directors of the United States Institute of Peace.

Robert F. Sasseen, president of the University of Dallas, has been appointed by Secretary Alexander to the National Advisory Board of FIFP.

Kathryn D. Sullivan, a mission specialist at the Johnson Space Center (Houston), has been nominated by

Even With Slim Purse, Some Colleges Find Ways to Start New Programs

By JOYE MERCER

Even in a year of painful budget cuts and legislative demands for efficiency, some public colleges are creating new academic programs.

Christopher Newport University will offer a master's program in physics this fall.

The University of California at Davis is establishing a department of Japanese and Chinese.

South Carolina State University will offer a teacher-certification program for people who have bachelors' degrees in other fields.

With public colleges across the country eliminating programs and thousands of courses, the creation of new offerings may cause some people to wonder, Is higher education really hurting for money, or are educators crying wolf?

Some people in higher education point out that when new programs are approved these days, it is often because they will benefit not only their institutions, but the state. Such real-world strategies will be increasingly necessary to justify expansion when states are pushing for retrenchment, academic observers say.

"In Ohio, it's a totally new environment," says Paul M. Dutton, a member of the Ohio Board of Regents, which can approve or reject new programs. "We are more concerned now than we ever have been about issues of cost-benefit, about eliminating duplication of programs among neighboring institutions, and about developing an appropriate mission for each institution."

New programs are likely to be created by a marriage of offerings from several departments, or expansions of existing offerings by shifting money from one department to another, rather than building from scratch.

Informing the Legislature

Some educators say that when legislators see universities developing new programs in that fashion, it actually strengthens the argument that the campuses are economizing.

"It is difficult to convince legislators of how tight money is when they see new programs unless they are kept informed of how we're supporting these programs," says Jacqueline J. Snyder, dean of continuing education at Wichita State University. "I think the message is coming across."

New programs that respond to economic and societal pressures have the best chance for winning support, says Stanley Z. Koplik, executive director of the Kansas Board of Regents.

"The state demand for a new program is what sells it, along with the assistance it can provide in meeting a business and industry need," he says.

Despite a moratorium on new academic programs, Kansas regents this year approved an associate's degree in electronics technology for Wichita State University, in conjunction with the Wichita Area Vocational-Technical School. The board lifted its freeze for the technology program largely because of business and industry support.

Ms. Snyder estimates that the



ALEXANDER C. EWING FOR THE CHRONICLE
Alexander C. Ewing of the North Carolina School of the Arts: "A major film school in the South will have a tremendous economic impact."

be considered, David P. Ruggles, education dean, had to get permission from the Board of Regents to design it, create a budget, and prove he had a nucleus of faculty members who would teach.

Mr. Dutton, who supported the Youngstown program, says some people would like to see a moratorium on new programs at a time when Ohio campuses are losing millions of dollars. But that, he says, would be shortsighted.

"The board must balance the immediate financial crisis with the long-range implications of suppressing the development of programs that have been in the pipeline for some time," he says.

Justification Provided

Edward B. Fort, chancellor of North Carolina A&T State University, spent a decade pressing for doctoral programs in engineering on his campus. He won approval last March from the University of North Carolina Board of Governors to offer the degrees beginning in the fall of 1993. The cost of the programs has not been worked out, but support will come from the state, federal agencies, corporate donors, and foundations.

"We produce more blacks with baccalaureate degrees in engineering than any other university in the country," Mr. Fort says. "We used that as justification for Ph.D.'s of our own."

Mr. Fort also used national data predicting that by 2010, America will need thousands more Ph.D.'s than it now produces in engineering and the sciences to keep pace with demand.

"That kind of talent can't be produced only by Stanford and MIT. Help will have to come from black campuses that have research track records," he says.

UNC's board also approved a School of Film at the North Carolina School of the Arts—another idea spawned several years ago.

But there is a catch. While Alexander C. Ewing, chancellor of the School of the Arts, is seeking state bond money to build the school, he will look to businesses and foundations to support it in its first year.

already exist in other schools and departments.

"There is no way that a department such as ours can hope to do it all on our own," he says.

Many educators also emphasize that the wheels of higher education turn so slowly that some programs being approved today may have been in the works several years ago. Such is the case at Youngstown State University, where a doctoral program in educational leadership was discussed for seven years before its approval by the Board of Regents earlier this year.

Before the program could even

At U. of Maryland, Millions Are Freed in Program Cuts

COLLEGE PARK, MD.

Some lucky campuses are starting new academic programs this fall, but at the University of Maryland, a school and several academic departments have been eliminated to free up millions of dollars for existing activities.

Eliminating programs is never easy, but the process was less contentious at College Park because a broad-based group was involved, says William E. Kirwan, the campus president.

"Here's an institution that is close to being unique," he says. "We were able to begin shifting resources in order to protect the quality of our institution."

Gerald R. Miller, president of the Faculty Senate, agrees that faculty and students participated in the decision making.

Mr. Wierenga says the cost of his new program will be "relatively low" because most of the courses

say we had a perfect process, but

we had a very good process," says Mr. Miller.

A few years ago, College Park began a planning process that included reorganizing some departments. The pace quickened when College Park lost \$40-million in state appropriations in two years.

A panel of administrators, faculty members, and students held hearings, and recommended to Mr. Kirwan what actions to take. The recommendations were approved by the Faculty Senate after more hearings. Later, the Board of Regents approved the plans.

\$6.3-Million in Savings

Eliminated were the College of Human Ecology and seven academic departments. Eventually, the moves will save more than \$6.3-million, which will be used to strengthen existing programs.

"It would be presumptuous to say our overriding objective was

Government & Politics

The school is projected to cost more than \$800,000 initially, mostly for salaries and equipment. The college already has embarked on a \$34-million fund-raising campaign.

Economic Benefits

Aside from emphasizing student demand for the school, Mr. Ewing stressed the economic benefits and prestige that a film school would provide the state. "A major film school in the South will have a tremendous economic impact," Mr. Ewing says.

Even in Washington State, where educators have not had to be as frugal as elsewhere, economic points are helping to market academic programs. And, where possible, Washington's universities are finding money for new programs by siphoning money from other areas.

"We're seeing quite a growth in reallocation of faculty effort from another program," says Katrina A. Meyer, assistant director for program review with the state's Higher Education Coordinating Board.

The state is also looking at Washington's occupational needs, and often shaping new programs to meet them, Ms. Meyer says. Washington State University at Spokane recently won approval from the board for a doctorate in pharmacy program, beginning in 1993.

"We felt the program could serve the needs of practicing pharmacists in the region," says Mahmoud M. Abdel-Monem, dean of the College of Pharmacy. Pharmacists may soon be required—or at least encouraged—to have a doctorate in pharmacy, he adds, "so it became even more urgent for us to develop this program."

However, Mr. McGuinness of the ECA warns that educators must be careful not to go too far in fashioning programs around the needs of the work force, and thereby threatening core programs. Educators must also be wary of stifling creativity to cut costs, he says.

"This could be a period of amazing internal renewal," Mr. McGuinness says, "or it could be seen as the Dark Ages of higher education, in which innovation and improvement and long-range view are things that are killed off."

Back-to-back national basketball championships have given Duke University more than bragging rights. They helped the institution stave off a projected \$2-million deficit.

Sales of Duke t-shirts, bumper stickers, watches, caps, and plaques brought in more than \$2-million from July 1990 to June 1992.

Memorabilia, sold through stores,

mail orders, and licensing agents,

continue to bring in money.

Duke won't know the full amount

of revenue earned through licensing until later this year, according to Harry Rainey, director of store operations at the university.

Although Duke has made it to the Final Four six of the last seven years, clothing sales have always been strong, Mr. Rainey said.

The championships had led to a marked boost in sales and licensing, including a jacket promotion in Italy that grossed \$80,000.

Said Mr. Rainey, "Everybody loves a winner."

The University of California at Davis has changed the name of its foundation to reflect the institution's "diverse strengths."

This month, the Cal Aggie Foundation became the UC Davis Foundation.

—JOYE MERCER

Business & Philanthropy

Give & Take

A bill passed by the Louisiana Legislature would allow public-college fund-raising groups to guarantee anonymity to private donors and keep private the way the groups spend the money they raise.

The bill, signed into law this month by Gov. Edwin W. Edwards, a Democrat, explicitly exempts booster groups like the Louisiana State University Foundation and LSU's Tiger Athletic Foundation from having to make their financial records public.

State Rep. John Guidry, a supporter of the measure, said some people won't donate if they know their names will be made public.

The measure merely clarified through statute what had already been the practice, he said.

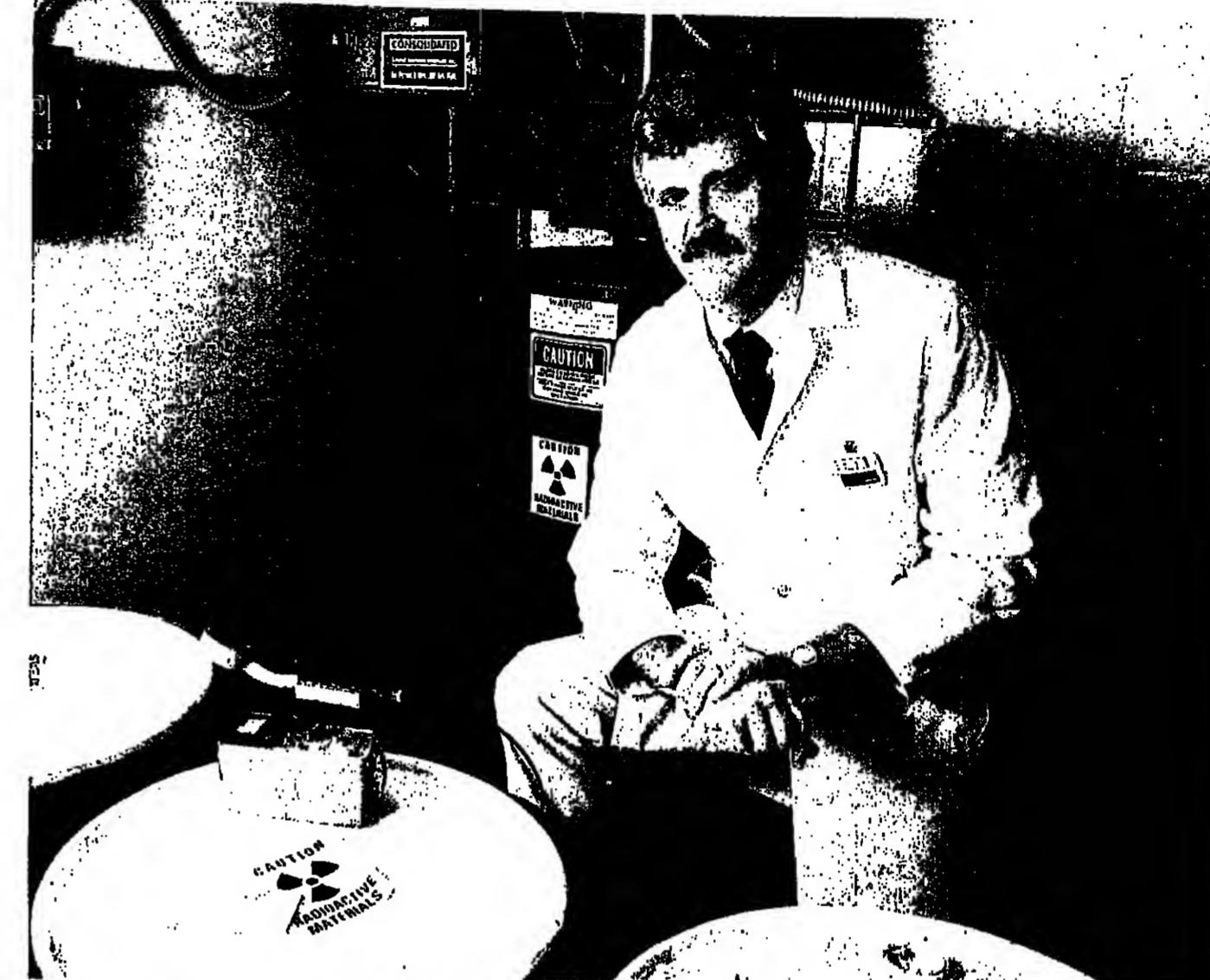
"I don't see why the public has a right to know what people do with their private funds," Mr. Guidry said. "All the necessary safeguards, like auditors and board of directors, are already there."

The bill provides that groups must reveal financial records only in connection with the public funds they receive.

The Louisiana Press Association opposed the bill, arguing that donors have the potential to affect policy and that their names should be made public. Johnny Koch, general counsel of the association, called the public-records law "regrettable."

He said foundations have the right to spend private money as they please, but that they should make their allocations public.

Mr. Koch said there was no credence in the claim that donors shy from publicity because they don't want their names handled about.



DANIEL M. ZUROSKY FOR THE CHRONICLE
Daniel M. Zurosky, director of radiation safety at the University of South Carolina: "Researchers everywhere potentially will be affected by the upcoming deadline."

Looming Federal Law Sends Colleges Scrambling for Ways to Store and Dispose of Nuclear Waste

Institutions will face tough political battles when access to U.S. dumps is limited at year's end

By Debra E. Blum

A FEDERAL LAW that will make it harder than ever to dispose of low-level radioactive waste after the end of this year has industry and academic scrambling to find ways to handle their nuclear garbage.

Radioactivity has become a part of science," says Daniel M. Zurosky, director of radiation safety at the University of South Carolina. "Researchers everywhere potentially will be affected by the upcoming deadline. If it comes to the point where we have nowhere to put our radioactive waste, we may have to stop certain kinds of research. It would be a last alternative, a very unpopular move, but it could be a reality."

Some institutions, however, have limited storage space and limited money to build more facilities—and face the prospect of a public un receptive to the idea of more nuclear waste stored, even temporarily, in its backyard.

"We're probably looking at a good two or three or more years of uncertainty about what we can do with our waste," says James Tripodes, associate director for environmental regulatory affairs at the University of California at Irvine. "We'll all do our best to accommodate our researchers and our communities for as long as possible."

Under the Low-Level Radioactive Waste Policy Act, passed by Congress in 1980 and amended in 1985, access to the

remaining sites will be limited after December 31, 1992, to waste generators from the host states and from other states that have made special compacts with the host states.

Since the host states will no longer be required to accept waste from outside their own borders, the law says that states or groups of states in the same region must develop new disposal sites or otherwise manage their own waste.

Political Hot Potato

As the deadline approaches, states are slowly moving to find solutions. Many have formed multi-state compacts in which one state will be the repository for the partners' waste. But the issue has become a political hot potato as battles over possible dump sites have intensified. Rancorous disputes have been playing out in Illinois, New York, Pennsylvania, and Michigan, among other states, where residents who live near proposed sites have waged angry campaigns against them.

No new disposal sites have been opened. Some observers say new sites

Continued on Following Page

Colleges Search for Ways to Store and Dispose of Nuclear Waste

Continued From Preceding Page
may be ready in two or three years; less optimistic forecasters say the first openings may not come until 1998 or later. In many states, their construction has been delayed by hearings in state legislatures, complicated land- and building-licensing processes, extensive environmental-impact studies, or protests from concerned citizen groups.

Minimal Shielding

Most waste classified as "low level" requires minimal radiation shielding to protect the surrounding community. The radiation decays within 100 years to levels that the Nuclear Regulatory Commission finds do not pose an unacceptable risk to public health. About 3 per cent of low-level waste, however, requires heavy shielding and can remain harmful for as long as 500 years.

The handling, storage, transportation, and disposal of all low-level waste is regulated by the federal government. High-level waste, which comes from the spent fuel from nuclear reactors and the production of nuclear weapons, must be contained for at least 10,000 years and is regulated under separate federal laws.

Low-level radioactive waste is material from a reactor, aside from the spent fuel and fuel rods, that may have been contaminated by radiation—including the discarded uniforms of plant workers, the rags used to clean instruments, and the reactors' cooling-water pipes and valves.

Hospitals and Labs

A small proportion of the nation's low-level radioactive waste is produced by hospitals using radiation treatments and by researchers using radioisotopes in their laboratories.

Thirty-three higher-education institutions in the country operate small nuclear reactors used for research. The reactors are tiny in comparison to nuclear power reactors and generate an almost insig-

nificant amount of radioactive waste.)

Researchers in chemistry and the biological sciences account for most of the waste generated on college campuses. They often use radioisotopes to identify elements or to trace the biological mechanism of an organism. The waste they generate can be anything from the scientists' used gloves to the contaminated carcasses of laboratory animals.

Most of the solid waste produced in laboratories is made up of absorbent paper that lines tabletops to protect surfaces during experiments. Much of the liquid waste comes from solvents that are commonly used to measure the amount of radioactivity in a substance.

Most universities that generate radioactive waste pay specially li-

"There is a real or imagined worry that the public would go berserk if they found out that radioactive material was burned on campus."

censed contractors to pick up and transport the material to dump sites. Disposal of a 55-gallon drum of solid waste can cost up to \$600, while getting rid of a drum of liquid waste can cost as much as \$250. The amount of waste varies widely from campus to campus—from less than a drum to as many as several hundred drums each year.

No matter how much waste an institution generates, universities and other producers of radioactive refuse are bracing for a growing stockpile of garbage.

The University of California at Irvine, for example, which produces more than 200 drums of waste each year, already has a fenced-in storage facility to keep the waste until it is shipped to a

dump. But, says Mr. Tripodes, the university's environmental-affairs officer, the facility is large enough to handle only the temporary storage of up to nine months' waste. After the end of this year, he adds, the university may have to wait for the California site to be built before it can send out any more waste. The site, expected to be in the southeastern part of the state and to handle waste from California, Arizona, and North and South Dakota, probably won't be ready for at least two years.

Mr. Tripodes says the Irvine campus will try to maximize its own storage space by reducing the volume of waste. Irvine can compact some of the waste, he says, and some of it may be sent to a special facility that can incinerate it and send the ashes—which may still be radioactive—back to the campus in smaller drums for storage.

Most universities that generate radioactive waste pay specially li-

"Some of the suggestions for our researchers sound basic," Mr. Helm says. **"But it is these sorts of things that can make a marked difference in the volume of waste."**

One significant contribution that researchers can make in minimizing waste, says Mr. Helm and others involved with such substances, is to choose substitutes for radioactive material whenever possible or to reduce the quantity of radioactive material used in each analysis. Researchers could also try to use radioisotopes with a short half-life because they will decay to relatively safe levels of radioactivity faster than longer-living radioisotopes.

"We are lucky enough to have the room to get another unit if we need one, because we're not surrounded by buildings or a city," Mr. de Vries says. "But this can't go on forever, and at the rate the development of new dump sites is going, it may just be that long."

At the Ohio State University, the problem is not just space, but cash.

Walter E. Carey, director of the office of radiation safety there, says the institution will be hard pressed to come up with the \$500,000 needed to build an additional storage facility. The university applied for state funds for the facility, but it is unlikely the money will be provided, Mr. Carey says. The university may pay for the project with funds from some scientific grants, he adds.

Ohio State and other institutions are counting on reducing their overall waste to help ease the forthcoming crisis.

coming squeeze. So-called waste minimization programs have sprung up on many campuses, often as part of more general recycling and garbage-reduction efforts.

"The screws are tightening on us because of the costs and other problems with disposal," says Kenneth S. Helm, radiation-safety officer at the University of California at San Diego. "But we are also interested in all kinds of waste issues as a matter of safety and of environmental and public health."

Mr. Helm works with researchers on his campus to help them find ways to minimize the amount of radioactive waste produced in their laboratories. He suggests, for example, that not every piece of paper that lines their work benches needs to be thrown out after an experiment involving radioactive substances. Some of the paper, he says, has obviously not been contaminated and thus can be re-used.

"Some of the suggestions for our researchers sound basic," Mr. Helm says. "But it is these sorts of things that can make a marked difference in the volume of waste."

Heavy Dose of Attention

But the incident, and a more recent error by an operator of the University of Michigan's reactor, are useful across many disciplines and an indispensable part of training people who will power reactors or perform nuclear research in the future. He notes that the reactor on his campus and all others are closely monitored by the Nuclear Regulatory Commission.

Florida's 1,000-watt reactor is visited at least twice a year by NRC inspectors.

William G. Vernetson, director of nuclear facilities at Florida, says the reactor is useful across many disciplines and an indispensable part of training people who will power reactors or perform nuclear research in the future. He notes that the reactor on his campus and all others are closely monitored by the Nuclear Regulatory Commission.

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William G. Vernetson, director of nuclear facilities at Florida, says the reactor is useful across many disciplines

Students

Court's Decision on 'Hate Crimes' Sows Confusion

Ambiguous ruling said to offer little guidance on speech codes

By Christopher Shea



Maureen A. Hartford of the U. of Michigan: "We will hold meetings to make sure the entire community can contribute to the discussion."



Ron Robinson, president of the Young America's Foundation: "The government in St. Paul attempted to license one side of the debate."

WHILE the recent Supreme Court decision that overturned a "hate crimes" law in St. Paul is widely viewed as one that will reshape "hate speech" codes at college campuses, higher-education officials say it is not readily apparent what form the reshaping will take.

Some speech codes—such as one proposed at the University of Arizona that would ban "villification" of a student's age, sex, or religion—are clearly dead in the water. But college administrators and legal counsel say the fate of others is less certain because of ambiguities in the Court's decision, which was written by Justice Antonin Scalia.

The decision, they say, offers little guidance to colleges that wish to protect minority groups from harassment. More than a month after the decision was handed down, only a handful of institutions have made definitive judgments of its effect:

■ The University of Michigan suspended enforcement of the section of its code dealing with hate speech.

■ The law professors who wrote the proposed University of Arizona code say it is now all but worthless.

■ The University of California system and the University of Connecticut have concluded that their codes would be upheld if challenged.

Many public-college officials, however, say they will study the issue and wait to see how the decision is interpreted by lower courts. Officials of private colleges, which are not directly affected by the decision, say they will wait to see what sort of consensus develops. The Court said that so-called "fighting words"—speech that either tends to incite violence or is so hateful that using it inflicts injury—could be prohibited, but not selectively.

Two days after the decision was handed

down, Elsa Kircher Cole, legal counsel for the University of Michigan, advised administrators to suspend enforcement of the institution's speech code.

"We prohibited speech which consists of racial, sexual, or ethnic epithets," Ms. Cole says. "We didn't ban all epithets, so the decision seemed to be on point."

Doubts About Constitutionality

This is the second time that a Michigan speech code has effectively been nullified by the courts. A district court ruled in 1989 that the institution's first speech code was overly broad.

Even before the St. Paul decision, Ms. Cole had doubts about the constitutionality of the second Michigan code. Since March, she and Maureen A. Hartford, vice-president for student affairs at Michigan, have been drafting yet another speech code. Ms. Hartford mailed out 36,000 copies of the latest version to students and faculty members last week. She included a survey, in order to canvass the recipients' reactions.

"We're concerned about doing anything during the summer when students don't have the chance to react," she says. "In the fall we will hold 'town hall' meetings to make sure the entire community can contribute to the discussion."

Ms. Hartford hopes to have the new student-conduct code in place by early October.

The University of Arizona's code may never be implemented. An eight-member committee of faculty members and administrators spent a year writing a policy on hate speech.

The speech code recently adopted at the University of Wisconsin targets harassment by prohibiting epithets directed at individuals. A previous code was struck down by a district court in 1991 because it was overly broad. The new code, which will be reviewed by the university's Board of Regents in September, defines "epi-

thet" as a slur against, among other things, a student's race or religion.

"I don't think it is at all clear that our code would not stand up, even if you go right down the line with the Scalia opinion," says Patricia Hodulik, senior legal counsel for the Wisconsin system. "They're not talking about words directed at individuals."

Gretchen Miller, legal director of the ACLU of Wisconsin, said the university was mistaken if it thought its code would withstand scrutiny by the courts. "We had concerns about the constitutionality of the rule before the decision," she said. "It has been our general consensus that the decision casts even more doubt on the constitutionality of the Wisconsin rule."

Pennsylvania State University officials think their code has a chance of surviving. It calls for increased penalties when physical attacks or other conduct violations are accompanied by biased speech. Vice-Provost James B. Stewart says the policy is safe for now, but he notes: "Some say that additive codes may be the next to go."

At the University of Montana, where administrators had decided before the decision that writing a speech code would be more trouble than it was worth, legal counsel Joan E. Newman says she is still interested in an enhanced-penalties statute like Pennsylvania State's.

Barbara B. Hollmann, dean of students at Montana, suggests that institutions testing their speech codes might redouble their attempts at education. "We are going to focus on peer education," she says, "and on mediation of disputes in residence halls."

An internal study ordered last year by Rutgers' president, Francis L. Lawrence, found that female athletes were not getting their fair share of scholarship money. While women made up 36 per cent of the university's athletes last year, they received only 26 per cent of the athletics aid.

Rutgers intends to raise \$185,000 from private donations over the next three years

Corrigan, the university's president: "Most important is the willingness of presidents and chancellors to take strong stands when issues of conflict arise."

Meanwhile, officials at several private colleges say they will wait and watch. Private institutions are freer to regulate conduct on their campuses than are their public counterparts.

Officials at Kalamazoo College, and Brown, Stanford, and Emory Universities say they have no immediate plans to tinker with their hate-speech policies, even if the policies do not meet the new standards for public institutions.

Says Marilyn J. Laplante, dean of students at Kalamazoo College: "We will leave it in place until we have a case within our own system to test it."

Questions Left Unanswered

Public- and private-college officials say that the questions left unanswered by the decision underscore the complexity of the First Amendment questions at stake: Can hostile-environment laws meant for the workplace be applied to campuses? Can hate speech directed against minority groups be banned without reference to its intent?

Far from definitively settling the issue, higher-education officials say the recent decision merely frames new terms for debate. Whatever the uncertainties, however, it seems clear that the "speech codes" will continue to be a battlefield in the culture wars between left and right on campuses.

Speaking at a conference of conservative students in Washington, Ron Robinson, president of the Young America's Foundation, exhorted his audience to fight conduct codes that restrict speech. "The government in St. Paul attempted to license one side of the debate," he said. "That is what liberals try to do on campus. Does anyone know of any speech code that prevents conservatives from being called fascists or Nazis?"

Hampton U. Revises Rule That Barred Students With AIDS

By MARY CRYSTAL CAGE

Hampton University has revised a policy that banned students with AIDS from attending the institution.

But R. Kent Willis, director of the American Civil Liberties Union in Virginia, said the new policy was "gibberish." He added: "They've broken with an illegal past, but they haven't renounced it."

The university said it would now evaluate its students' health on a case-by-case basis and "at a minimum take into consideration applicable federal and state laws" that bar discrimination against people with

AIDS. It said it would also consider the recommendations of various federal and private health organizations.

The old policy was direct: "The university will require a student to withdraw from the university, if the student is known to be infected with AIDS." That statement was printed in the university's student handbook and dates at least from 1987. University officials said, however, that no one had been dismissed under the policy.

Even so, legal experts and advocates for people with AIDS said the old policy was discriminatory and violated both Virginia

law and the federal Americans With Disabilities Act.

As for the new policy, Mr. Willis said: "They haven't made an affirmative statement of non-discrimination. They haven't backtracked a bit."

Sylvia Rose, Hampton's general counsel, said university officials had been working with the Peninsula AIDS Foundation for several months to revise the policy when reporters at the Newport News (Va.) *Daily Press* began asking questions about what the institution would do if it learned that a student had developed AIDS.

Praise for New Approach

Two days before the newspaper was scheduled to publish a lengthy article about the policy and what lawyers and health professionals thought of it, Hampton officials announced that they had revised it.

Although Hampton has been criticized by civil-rights advocates and others, Donna Dillman Hale, executive director of the Peninsula AIDS Foundation, praised the university's new approach, which emphasizes education. "The fact is that they are conducting a number of AIDS-education programs," Ms. Hale said. "We have worked with a number of sociology professors to provide both a person who is HIV-positive and a professional from the foundation to address their classes."

A. Cornelius Baker, director of public policy and education for the National Association of People With AIDS, said he was particularly troubled by the university's old approach to dealing with AIDS because it emphasized dismissals instead of education. It is especially important that colleges develop AIDS-education programs, he said, because more than a third of the Americans diagnosed as having AIDS became infected with the disease when they were 18 to 21 years old.

What They're Reading on College Campuses

1.	2.
1. <i>The Firm</i> , by John Grisham	2.
2. <i>Life's Little Instruction Book</i> , by H. Jackson Brown, Jr.	1.
3. <i>The Kitchen God's Wife</i> , by Amy Tan	—
4. <i>The Heir to the Empire</i> , by Timothy Zahn	—
5. <i>A Time to Kill</i> , by John Grisham	—
6. <i>Live and Learn and Pass It On</i> , by H. Jackson Brown, Jr.	5.
7. <i>Patriot Games</i> , by Tom Clancy	—
8. <i>America: What Went Wrong?</i> by Donald L. Bartlett and James B. Steele	4.
9. <i>Oh, the Places You'll Go!</i> by Dr. Seuss	3.
10. <i>Needful Things</i> , by Stephen King	—

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor, Bucknell, Case Western Reserve U., Cornell, Florida U., George Washington U., Harvard, Illinois U., Indiana U., Iowa State U., Kansas State U., Lawrence U. (Kan.), Lehigh U., Marquette State U., Merrimack U., Montana State U., North Dakota State U., Pennsylvania State U., Portland State U., Princeton U., Saint Louis U., San Diego State U., San Francisco State U., Southern Methodist U., Stanford U., State U. of New York at Buffalo, Tulane U., U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Maine, U. of Maryland Baltimore County, U. of Massachusetts at Amherst, U. of Nebraska at Lincoln, U. of New Orleans, U. of Pittsburgh, U. of Puerto Rico, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U.

Books covered sales of hardcover and paperback trade books in June.

Athletics

Rutgers and Wyoming review compliance with Title IX

NCAA panel will probe fiscal status of college sports

to increase the share of scholarship money it gives to female athletes.

At Wyoming, a compliance review initiated last year by the Denver regional office of the Education Department's Office for Civil Rights found that the university might not be providing enough opportunity for women to participate in sports. Women make up 47 per cent of the student body, but only 22 per cent of the athletes.

Terry P. Roark, Wyoming's president, said the university was preparing a survey to assess the athletics interests of its female students and those of female students at local high schools. The university may add new women's sports if the survey finds unmet needs, he said, or eliminate or reduce the size of men's teams to meet the federal requirements. —DEBRA E. BLUM

Rutgers intends to raise \$185,000 from private donations over the next three years

sports officials to a panel that will review the financial condition of college sports.

The committee, which will be chaired by James E. Delany, commissioner of the Big Ten Conference, was established by the NCAA presidents' commission as part of its strategic plan. Financial issues will be the focus of the association's January 1994 convention. Mr. Delany's committee is expected to take up such issues as sex equity for women, coaches' compensation, the influence of booster groups, and the possible use of need-based aid in place of athletic scholarships.

The committee includes 10 college presidents and chancellors: John R. Brazil of Bradley University; David G. Carter of Eastern Connecticut State University; Edward B. Fort of North Carolina A&T State University; Claire L. Gaudiani of Connecticut College; Asa N. Green of Livingston University; William H. Mobley of Texas

A&M University; Diane S. Natalicio of the University of Texas at El Paso; Oscar C. Page of Austin Peay State University; Judith A. Ramaley of Portland State University; and Thomas J. Scanlan of Manhattan College.

The panel also includes two faculty athletics representatives—Daniel G. Gibbons, a law professor at the University of Oklahoma, and Max W. Williams, director of the Center of Population Studies at the University of Mississippi—and eight sports officials.

Five of the eight are athletics directors: Eve Atkinson of Lafayette College; Ferdinand A. Geiger of the University of Maryland at College Park; Jerry M. Hughes of Central Missouri State University; Michael B. McGee of the University of Southern California; and Jennifer P. Shillinger of Bryn Mawr College.

The other three members are associate directors of athletics: Judith M. Braine of California State University at Northridge, E. Kaye Hart of Utah State University, and Patricia H. Meiser-McKnight of the University of Connecticut.

—DOUGLAS LEDERMAN

Dispatch Case

Nearly 100 leading French academics and intellectuals have organized an effort to evaluate higher education in France and propose ways to improve it.

"The government keeps trying to shove inappropriate reforms down our throats. We decided it was time for us to react and propose well-thought-out, concrete solutions to the problems of the universities," said Christophe Charle, a professor at the Institute of Modern and Contemporary History in Paris and a founding member of the movement, along with Jacques Derrida, the philosopher.

The two were part of a group that in June published an appeal to academic colleagues in several French newspapers. The response led to the formation of a non-profit association to take up the cause.

According to Mr. Charle, a series of workshops and open meetings will be held in the fall to air ideas on the major issues in higher education. Chief among them is the long-delayed reform of the first two years of university education. This has been the subject of debate for several years and remains a source of controversy in academe (*The Chronicle*; March 4).

The academics are also upset about the standards now used to determine which research wins financing. "Research is more and more subject to the short-term, immediate demands of society or industry," Mr. Charle said.

He added that if academics did not come up with their own proposals to solve higher education's problems, "the administration will decide for us."

"There is such a need for reform," Mr. Charle said. "So many unkept promises have been made that a general climate of discouragement reigns. We hope that getting people involved in finding solutions will also help boost their morale."

The Israeli Army ended its encirclement of An-Najah University in the West Bank after the Israeli government reached an agreement with the Palestinian leadership in the Occupied Territories.

Israeli troops surrounded the university two weeks ago, contending that a number of armed Palestinians sought by the army had entered the campus. Students and faculty members refused to leave the campus and submit to searches by the soldiers.

According to the agreement, which was reached with the help of American mediators, six of the men sought by the Israelis will be exiled to Jordan for three years.

Both the Israeli government and the Palestinian leadership expressed satisfaction that the crisis had been resolved without bloodshed.

According to Gen. Danny Rothschild, Coordinator of Israeli Activities in the Occupied Territories, "It showed that there are people in the territories we can talk to."

International

2 Years After Socialism, Nicaragua's Students Fight a New Battle

Budget crisis imperils access for masses

By Justin Burke

At the U. of Central America, revolutionary messages have faded in the minds of many students even though pro-Sandinista murals are still seen on the walls.

LEÓN, NICARAGUA

More than two years after the collapse of the socialist revolution, pro-Sandinista murals and slogans are still in evidence on the walls of Nicaragua's National University campus here.

"Everything to the battle front—Everything for the troops," says one slogan, referring to the Sandinista regime's nearly 10-year war against the U.S.-backed rebels known as the contras.

No Money for Anything'

But while the murals seem to have retained most of their vivid colors, their revolutionary messages have faded in the minds of many students. These days there appears to be little interest on the campus, once a hotbed of Sandinista support, in furthering the revolutionary cause. The students are now preoccupied with another battle—keeping Nicaragua's four universities open to the masses.

"The conditions for studying are terrible. There's no money for anything," says Erick Fonseca, a mathematics major at the university here, about 50 miles northwest of Managua, the capital.

Indeed, a budget crisis is forcing administrators to consider drastic changes in Nicaraguan higher education. Under the Sandinistas' socialist-based policies, a university education was widely accessible to Nicaraguans and heavily subsidized by the government.

But that has started to change, following the election of the center-right UNO coalition led by President Violetta Chamorro. Faced with a severe economic crisis, the Chamorro government wants to cut back total appropriations to the country's universities by about 22 per cent, to about \$24-million.

Currently, the universities are just getting by, says Socorro Brenes, a professor of English at Managua's University of Central America, commonly called UCA. Government allocations barely cover faculty salaries, she says, adding that little is left for research, equipment, supplies, and scholarships.

"Our salaries aren't enough. Professors

have to take second jobs, mostly as private tutors," says Ms. Brenes, who earns the equivalent of about \$220 a month.

One way in which the country's universities may try to offset the loss of government funds is to charge tuition.

According to Miguel Ernesto Vilij, vice-rector at UCA, only about half of the students now enrolled at the institution could afford even a modest charge.

"The situation seems to be going back to the previous system of the colonial Spanish ways," says Mr. Vilij, a former Minister of Housing under the Sandinistas. "The top 5 per cent of the population will have everything, and the rest will live in poverty."

■

"We All Have the Same Problems'

The situation may appear bleak, but the universities have demonstrated their ability to survive both hard times and some peculiar problems of adjustment. Following the end of the Nicaraguan civil war, Sandinista supporters suddenly found themselves sitting in the same classrooms with their former contra enemies. The potential for confrontation was great, but the universities managed to get by without major unrest.

"At first, some people gave me problems," recalls Uriel Rodrigues, a first-year student at UCA who served in a contra army for four years. "But now I talk to Sandinistas and they talk to me. We realize we all have the same problems."

Dim Job Prospects

Even if the universities somehow manage to weather the budget crisis, their students face a grim future.

With the Nicaraguan economy struggling to get back on its feet, students realize the prospects of finding a good job when they graduate are dim.

"Everyone knows the situation," says Jorge Luis Moreno, a fourth-year English major. "We know we won't have much of a chance to become rich in Nicaragua, but we'll be content to survive."

"If I have enough money so that I can eat," he adds, "I'll be happy."



PHOTOGRAPHS FOR THE CHRONICLE BY MICHAEL SHAMROCK



Socorro Brenes, a professor of English at the U. of Central America: "Our salaries aren't enough. Professors have to take second jobs, mostly as private tutors."

Name Dropping

THE BUDGETARY PROBLEMS facing virtually all institutions these days have spawned some interesting maneuvers. In one, Tom Harris, chancellor of the 155-square-mile North Orange County Community College District in southern California, has had his duties expanded to include the operation of the district's Cypress College.

The move came after Kirk Avery, president of Cypress, left to become vice-president for administrative services at Monterey Peninsula College. It is supposed to remain in effect for a year, after which the Board of Trustees will evaluate its effectiveness.

Mr. Harris says the consolidation will lead to savings in administrative expenses: The district has recently cut nearly \$6-million from its operating budget—\$3.9-million this year and \$1.9-million next year.

Mr. Harris also sees an opportunity to explore new organizational structures: "We are being asked to do more with less money, and we're moving toward a system of shared governance in which the faculty, students, and staff play a greater role in the decision making."

Here's one aspiring medical student who needn't worry about finishing her education burdened by heavy debts: Caroline Tio, who had just quit her job as a laboratory technician to begin studying full time before taking the Medical College Admission Test this fall, recently won \$23.2-million in the California Lottery.

The money will not change her plans. At a news conference, Ms. Tio said: "Just because you don't have to work for the rest of your life doesn't mean that there aren't things you want to do."

Ms. Tio wants to become either a pediatrician or an obstetrician and said she would use some of her winnings to help her older sister, Imelda, already a medical student at the University of Southern California.

Ramapo College recently named a philosopher as dean of its School of Administration and Business. Richard Bond, a member of the school's faculty since its founding, says his appointment reflects Ramapo's emphasis on business ethics. About his appointment, Mr. Bond says: "The significance is not that Richard Bond has taken this position. What it says about the school, and I think about Ramapo, is here you have a person hired to teach philosophy actually heading a business school, and you have a sense that that's o. k. from the business people, the liberal-arts people, and the traditional business people."

■

Anthony J. Santoro assumed the deanship of the new school of law at Roger Williams University on July 1.

The school—which will welcome its first students in August 1993—is not the first that Mr. Santoro has helped establish. He was previously involved in the founding of the Western New England School of Law and of law schools at the University of Bridgeport, Widener University, and St. Thomas University in Florida.

Mr. Santoro was dean and professor of law at Widener before accepting the Rhode Island post.

With the recent revelations about sexual harassment in the armed forces, Charles Moskos, professor of sociology at Northwestern University, may be in for more work than he anticipated. He's been appointed a member of the Presidential Commission on the Assignment of Women in the Armed Forces.

Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS



Charles E. Cannon
Columbia College
Chicago



Paula Hooper Mayhew
Marymount Manhattan
College



Barbara A. Wyles
Northern Virginia
Community College



Ching Jen Chen
Florida A&M U.
& Florida State U.



Rosina M. Becerra
U. of California
at Los Angeles

Thomas D. Sepe
Mercer County
Community College

■ New college and university chief executives: Dean Junior College, John A. Dunn, Jr.; Mercer County Community College, Thomas D. Sepe; Mott Community College, Allen D. Arnold.

■ Other new chief executive: Institute of European Studies/Institute of Asian Studies, Adelyn Dougherty.

Appointments, Resignations

dent and assistant superintendent for instruction.

William C. Bonaldi, dean of instruction at Truckee Meadows Community College, to chief academic officer at Northern Nevada Community College.

Frank O. Brady, professor of biochemistry and molecular biology at U. of South Dakota School of Medicine, to dean of the division of health sciences.

Allen D. Arnold, vice-president for academic affairs at Triton College, to president of Mott Community College.

Charles E. Cannon, faculty member at Illinois Mathematics and Science Academy (Chicago), to chair of science and mathematics at Columbia College Chicago.

J. Grady Cox, professor of industrial engineering at Auburn U., has retired.

John A. Dunn, Jr., acting president of

Paula Hooper Mayhew, associate director of Commission on Higher Education.

Frank O. Brady, professor of biochemistry and molecular biology at U. of South Dakota School of Medicine, to vice-president for academic affairs at Marymount Manhattan College.

John J. Reilly, Jr., chairman of the board of trustees of St. Anselm College,

to vice-president for college advancement.

Lesley G. Ruezkowski, former promo-

tion director at WOAC-TV (Canton,

Ohio), to director of college relations at Firelands College of Bowling Green State U.

Joseph Savoie, director of the alum-

nus office at U. of Southwestern Louisi-

ana, to vice-president for university ad-

vancement.

James Schmidt, chief operating officer of Research Libraries Group (Stan-

ford, Cal.), to university librarian at San

José State U.

Eldon C. Schirmer, director of institu-

tional program evaluation at U. of Texas

Health Science Center at Houston, to di-

rector of the adult-degree program of the

Cleveland center of Capital U.

Thomas D. Sepe, vice-president and

chief academic officer of Mercer County

Community College, to president.

Continued on *Following Page*

Gazette CONTINUED

Barbara P. Silvia, dean of the faculty of applied science and education at State U. of New York College at Buffalo, to vice-president for academic affairs at State U. of New York College at Brockport.

David Skorton, professor of internal medicine and of electrical and computer engineering at U. of Iowa, also to vice-president for research.

Virginia M. Slimmer, professor of home economics at Murray State U., to dean of the college of technology and applied sciences at Northern Michigan U.

William J. Smale, professor of communications at Fordham U., also to dean of the graduate school of business administration.

Gary L. Smith, associate director of the Applied Physics Laboratory of Johns Hopkins U., to director.

Susan P. Staggers, former dean of admissions at Mount Holyoke College, to director of guidance and college counseling at Porter-Caud School (Charleston, S.C.).

John M. Sullivan, dean of admissions and financial aid at College of St. Elizabeth, to director of admissions at Saint Joseph's U. (Pa.).

Jean Turoade, director of admissions at Dallas Baptist U., to vice-president for university advancement.

William C. Wadiant, associate professor of family practice in the college of medicine at U. of Vermont, to professor and chair of family practice at Michigan State U.

Kenneth W. Woodward, manager of medical support and screening programs at Xerox Corporation (Rochester, N.Y.), to associate dean for minority affairs and professor of pediatrics in the School of Medicine and Dentistry at U. of Rochester.

Barbara A. Wyles, associate dean for curriculum services at Northern Virginia Community College, to provost of the college's Alexandria campus.

IN THE ASSOCIATIONS

John C. Greene, dean of the school of dentistry at U. of California at San Francisco, has assumed the presidency of International Association for Dental Research.

Marilyn L. Miller, professor and chair of library and information studies at U. of North Carolina at Greensboro, has assumed the presidency of American Library Association.

Uma North, assistant dean of California Western School of Law, has assumed the presidency of National Association for Law Placement.

MISCELLANY

Adelyn Dougherty, senior vice-president and director of human resources at First Colonial Bankshares Corporation (Chicago), to president of Institute of European Studies/Institute of Asian Studies.

Deaths

Philip D. Adams, 57, professor emeritus of humanities and theater at Western Michigan U., July 1 in Kalamazoo, Mich.

Harold T. Amrine, 76, professor emeritus of industrial engineering at Purdue U., June 29 in West Lafayette, Ind.

Alice Crossley Baker, 83, former pro-

fessor of education at Boston U., July 10 in Sun City, Ariz.

Alfred Crofts, 88, former professor of history at U. of Denver, July 1 in Berkeley, Calif.

Louis A. Elenberg, 48, associate professor of anthropology at State U. of New York College at New Paltz, July 10 in New Paltz, N.Y.

John W. Gammill, 61, former professor of mathematics at U. of Tennessee at Martin, July 1 in Martin, Tenn.

M. Pauline Golden, 52, professor of sociology and anthropology at Northeastern U., July 13 in Boston.

Richard P. Goldthwait, 81, former chairman of geology and mineralogy

at Ohio State U., July 7 in Wolfeboro, N.H.

Mujaddid A. Haq, 55, professor of physics at Virginia Polytechnic Institute and State U., July 9 in Shawsville, Va.

Elizabeth Dilday Pentecost, 59, assistant professor of education at U. of Tennessee at Martin, March 20 in Baton Rouge, La.

George C. Sawyer, Jr., 66, professor of management at City College of City of New York, July 2 in Cold Spring, N.Y.

Keithleen Scobie, 84, professor emeritus of allied health professions at Ohio State U., July 3 in Columbus, Ohio.

Talia Scors, former biological and

Coming Events

A symbol (•) marks items that have appeared in previous issues of The Chronicle.

AUGUST

• 3-10: Church-related colleges. "Christian Vocation in Church-Related Colleges: Called to Teach," conference, McPherson College, Abiquiu, N.M.

• 3-11: Learning. "Identification, Evaluation, and Education of Students With Learning Problems," workshop, University of New England, Biddeford, Me. Contact: Michael L. Stotts, (207) 221-0171, ext. 125.

• 10-12: Computers. "Principles of Distributed Computing," symposium, Association for Computing Machinery and others, Vancouver, British Columbia, Contact: Norm Hutchinson, (604) 821-8818.

• 10-13: Thinking. "Strategies for Teaching Critical Thinking Across the Curriculum," workshop, Educational Testing Service and Phi Delta Kappa, Bloomington, Ind. Contact: Jacob Haber, (302) 573-4440.

• 10-18: Mathematics and computers. "Interactive Texts in Mathcad 3.1," workshop, Mathematical Association of America, Seattle Central Community College, Seattle. Contact: Mike Pepe, (206) 587-4073.

• 11: Campus security. "Security Issues on Campus," workshop, Central Association of College and University Business Officers, Cambridge, Mass. Contact: Wayne Warneke, (414) 563-1213.

• 11: Congress. "Research Workshop on Congressional Documents," Congressional Quarterly Inc., Washington, D.C. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-4620, fax 11-18.

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• 11-18: Fund raising. "The Fund Raising School: Planned Giving—Getting the Proper Start," Indiana University, San Francisco. Contact: Center on Philanthropy, (317) 274-7063.

• 12-14: Critical thinking. "Critical Thinking and Educational Reform: Cultivating the Reasoning Mind—Teaching, Testing, Standards, and Assessment," conference, Sonoma State University, Rohnert Park, Cal. Contact: (707) 664-2940.

• 12-21: Student-success courses. Four-day workshop on student-success courses, College Survival Inc., San Diego. Contact: csu, (800) 528-8232.

• 12-13: Faculty development. "Faculty Development Institute: Enhancing the Learning Experience," University of Prince Edward Island, Charlottetown, Prince Edward Island, Contact: Ian MacDonald, (902) 566-0440.

• 12-14: Administration. "Business Management Institute," Western Association of College and University Business Officers, Santa Barbara, Cal. Contact: Patricia Armstrong, (415) 338-7056.

• 12-14: Geography. "Quadrilateral meeting, International Geographical Union, Washington, Contact: iau, (914) 585-5045, or Christine H. O'Toole, (412) 341-6509.

• 12-14: Research. "Human Sciences Research: Methods and Models," short course, Saybrook Institute, Laval de Fretay, France. Contact: Saybrook Institute, (415) 441-5014.

• 12-14: Writing. Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judi Smith, (914) 759-7484.

• 12-16: Environment. "Environmental Degradation, Population Displacement, and Global Security," Institute, Universi-

ty of Victoria, Whistler, British Columbia. Contact: Justin Longo, (604) 721-4782, or Robi Liscum, (604) 721-7640.

• 12-14: Congress. "Understanding Congress," seminar, Congressional Quarterly Inc., Holiday Inn at Metro Center, Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8623.

• 12-14: Learning. "Identification, Evaluation, and Education of Students With Learning Problems," workshop, University of New England, Biddeford, Me. Contact: Michael L. Stotts, (207) 221-0171, ext. 125.

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• 12-16: Environment. "Environmental Degradation, Population Displacement, and Global Security," Institute, Universi-

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medical-sciences resource librarians, the Library of Science and Medicine, Rutgers U., July 1 in San Diego.

• 12-14: Strandhagen, professor emeritus of aerospace and mechanical engineering at U. of Notre Dame, June 24 in South Bend, Ind.

• 12-14: Tomlinson, associate professor of English and film studies at Montclair State College, June 30 in Burke, Ontario.

• 12-14: Vasko, 63, professor emeritus of surgery at Ohio State U., June 29 in Ashville, Ohio.

• 12-14: Wilson, 83, professor emeritus of chemistry at Harvard U., July 12 in Cambridge, Mass.

Building, Edmonton, Alberta T6G 2H1; (403) 492-4589.

• 20-September 1: Disabilities, Annual conference, Association of Driver Educators for the Disabled, Cambridge Hotel, Cambridge, Mass. Contact: Victoria Swanson, 4814 West Mountain View, Glendale, Ariz. 85302; (602) 433-9704.

• 20-September 2: Information, "Information Technology—Tools for Transforming Administration," symposium, University of California, Los Angeles. Contact: Lila Dietz, (310) 825-5329.

• 20-September 4: Fund raising, "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, Bloomington, Ind. Contact: Center on Philanthropy, Indiana University, Suite 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-7474.

• 20-September 5: Management, "Total Quality Management: Executive Seminar," QSystems Inc., Los Angeles. Contact: Cheryl M. Fields (Point of View & Opinion), Paul Desruseaux (International), Scott Jaschik (National).

• 20-September 6: Management, "Total Quality Management: Executive Seminar," QSystems Inc., Los Angeles. Contact: Cheryl M. Fields (Point of View & Opinion), Paul Desruseaux (International), Scott Jaschik (National).

• 20-September 7: Information, "Information Technology—Tools for Transforming Administration," symposium, University of California, Los Angeles. Contact: Lila Dietz, (310) 825-5329.

• 20-September 8: Fund raising, "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, Bloomington, Ind. Contact: Center on Philanthropy, Indiana University, Suite 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-7474.

• 20-September 9: Management, "Total Quality Management: Executive Seminar," QSystems Inc., Los Angeles. Contact: Cheryl M. Fields (Point of View & Opinion), Paul Desruseaux (International), Scott Jaschik (National).

• 20-September 10: Management, "Total Quality Management: Executive Seminar," QSystems Inc., Los Angeles. Contact: Cheryl M. Fields (Point of View & Opinion), Paul Desruseaux (International), Scott Jaschik (National).

• 20-September 11: Management, "Total Quality Management: Executive Seminar," QSystems Inc., Los Angeles. Contact: Cheryl M. Fields (Point of View & Opinion), Paul Desruseaux (International), Scott Jaschik (National).

• 20-September 12: Management, "Total Quality Management: Executive Seminar," QSystems Inc., Los Angeles. Contact: Cheryl M. Fields (Point of View & Opinion), Paul Desruseaux (International), Scott Jaschik (National).

• 20-September 13: Management, "Total Quality Management: Executive Seminar," QSystems Inc., Los Angeles. Contact: Cheryl M. Fields (Point of View & Opinion), Paul Desruseaux (International), Scott Jaschik (National).

• 20-September 14: Management, "Total Quality Management: Executive Seminar," QSystems Inc., Los Angeles. Contact: Cheryl M. Fields (Point of View & Opinion), Paul Desruseaux (International), Scott Jaschik (National).

• 20-September 15: Management, "Total Quality Management: Executive Seminar," QSystems Inc., Los Angeles. Contact: Cheryl M. Fields (Point of View & Opinion), Paul Desr

Gazette

CONTINUED

Barbara P. Silvia, dean of the faculty of applied science and education at State University of New York College at Buffalo, to vice-president for academic affairs at State U. of New York College at Brockport.

David Skorton, professor of internal medicine and of electrical and computer engineering at U. of Iowa, also to vice-president for research.

Virginia M. Slusher, professor of home economics at Murray State U., to dean of the college of technology and applied sciences at Northern Michigan U.

William J. Small, professor of communications at Fordham U., also to dean of the graduate school of business administration.

Gary L. Smith, associate director of the Applied Physics Laboratory of Johns Hopkins U., to director.

Susan P. Staggers, former dean of admissions at Mount Holyoke College, to director of guidance and college counseling at Porter-Gaud School (Charleston, S.C.).

John M. Sullivan, dean of admissions and financial aid at College of St. Elizabeth, to director of admissions at Saint Joseph's U. (Pa.).

Jim Turootte, director of admissions at Dallas Baptist U., to vice-president for university advancement.

William C. Wadland, associate professor of family practice in the college of medicine at U. of Vermont, to professor and chair of family practice at Michigan State U.

Kenneth W. Woodward, manager of medical support and screening programs at Xerox Corporation (Rochester, N.Y.), to associate dean for minority affairs and professor of pediatrics in the School of Medicine and Dentistry at U. of Rochester.

Barbara A. Wykes, associate dean for curriculum services at Northern Virginia Community College, to provost of the college's Alexandria campus.

IN THE ASSOCIATIONS

John C. Greene, dean of the school of dentistry at U. of California at San Francisco, has assumed the presidency of International Association for Dental Research.

Manlyn L. Miller, professor and chair of library and information studies at U. of North Carolina at Greensboro, has assumed the presidency of American Library Association.

Linda North, assistant dean of California Western School of Law, has assumed the presidency of National Association for Law Placement.

MISCELLANY

Adelyn Dougherty, senior vice-president and director of human resources at First Colonial Bankshares Corporation (Chicago), to president of Institute of European Studies / Institute of Asian Studies.

Deaths

Philip D. Adams, 57, professor emeritus of humanities and theater at Western Michigan U., July 1 in Kalamazoo, Mich.

Harold T. Antine, 76, professor emeritus of industrial engineering at Purdue U., June 29 in West Lafayette, Ind.

Alice Crossley Baker, 83, former pro-

fessor of education at Boston U., July 10 in Sun City, Ariz.

Alfred Craft, 88, former professor of history at U. of Denver, July 1 in Berkeley, Calif.

Leonard A. Eisenberg, 48, associate professor of anthropology at State U. of New York College at New Paltz, July 10 in New Paltz, N.Y.

John W. Gammill, 61, former professor of mathematics at U. of Tennessee at Martin, July 1 in Martin, Tenn.

M. Patricia Golden, 52, professor of sociology and anthropology at Northeastern U., July 3 in Cold Spring, N.Y.

Kathleen Soobrie, 84, professor emeritus of allied health professions at Ohio State U., July 3 in Columbus, Ohio.

Richard P. Goldthwait, 81, former

chairman of geology and mineralogy and

Ohio State U., July 7 in Wolfeboro, N.H.

Mujahid A. Ijaz, 55, professor of physics at Virginia Polytechnic Institute and State U., July 9 in Shawnee, Va.

Elizabeth Difesa Pantocat, 59, assistant professor of education at U. of Tennessee at Martin, March 20 in Balon Rouge, La.

George C. Sawyer, Jr., 66, professor of management at City College of City U. of New York, July 2 in Cold Spring, N.Y.

John S. Vasoo, 63, professor emeritus of surgery at Ohio State U., June 29 in Ashville, Ohio.

E. Bright Wilson, 83, professor emeritus of chemistry at Harvard U., July 12 in Cambridge, Mass.

Falsa Scors, former biological and

medical-sciences resource librarian in the Library of Science and Medicine at University of Texas, P.O. Box 111, El Paso 79968; fax (915) 747-5111, fax (915) 736-5679.

Adolf Strandberg, professor emeritus of aerospace and mechanical engineering at U. of Notre Dame, June 24 in South Bend, Ind.

Douglas R. Tomlinson, 43, associate professor of English and film studies at Montclair State College, June 20 in New Paltz, N.Y.

John S. Vasoo, 63, professor emeritus of surgery at Ohio State U., June 29 in Ashville, Ohio.

E. Bright Wilson, 83, professor emeritus of chemistry at Harvard U., July 12 in Cambridge, Mass.

Building, Edmonton, Alberta T6G 2H1; (403) 492-4589.

■ 24-28: Philosophy. Division meeting, Australasian Association of Philosophy, University of Otago, Dunedin, New Zealand. Contact: Andrzej Moore, Philosophy Department, University of Otago, Dunedin, New Zealand.

■ 24-30: Philosophy. "On the Politics," symposium, University of Bristol, Bristol, England. Contact: Christopher Rowe, Classics and Archaeology, University of Bristol, 11 Woodland Road, Bristol BS8 1TB, England.

■ 25-30: Philosophy. "Security Issues on Campus," workshop, Central Association of College and University Business Officers, Suite 350, Palm Springs, Cal. 92262; (619) 778-7004.

■ 25-31: Research. "Human Sciences Research: Methods and Models," short course, Saybrook Institute, Laval, Frey, France. Contact: Saybrook Institute, 4145 441-5034.

■ 26-30: Congress. "Understanding Current Events in Church-related Colleges," Christian Vocation in Church-related Colleges: Called to Teach," conference, McPherson College, Abiquiu, N.M. Contact: Dean Lewis, Ghost Ranch, Abiquiu, N.M. 87510; (505) 685-4333.

■ 26-30: Learning. "Identification, Evaluation, and Education of Students With Learning Problems," workshop, University of New England, Bideford, Me. Contact: Michael L. Stotts, (207) 283-0171, ext. 125.

■ 26-30: Computers. "Principles of Discrete Computing," symposium, Association for Computing Machinery and others, Vancouver, British Columbia, Canada.

■ 26-30: Journalism. Annual convention, Association for Education in Journalism and Mass Communication, Montreal, Contact: AEJMC, (803) 777-2005.

■ 26-30: Athletics. "Sanctuary Aesthetics in Contemporary Latin Art," symposium, Spelman College, Atlanta, Contact: Arturo Lindsay, (404) 223-7653.

■ 27-31: Admissions. Workshop for new admissions counselors, Virginia Association of Collegiate Registrars and Admissions Officers, Norfolk, Va. Contact: Cynthia McKinley, (804) 455-3209.

■ 27-31: Campus security. "Residence-Hall Security," seminar, University of Delaware, Wilmington, Del. Contact: Jacob Haber, (302) 732-4400.

■ 27-31: Mathematics and computers. "Interactive Texts in Mathcad 3.1," workshop, Mathematical Association of America, Seattle Central Community College, Seattle. Contact: Mike Pepe, (206) 387-4073.

■ 27-31: Fund raising. Seminar, John Brown Limited, Harvard Faculty Club, Cambridge, Mass. Contact: (617) 924-3834.

■ 27-31: Campus security. "Security Issues on Campus," workshop, Central Association of College and University Business Officers, Albion, Mich. Contact: Wayne Warzick, (414) 365-1213.

■ 27-31: Christian studies. World congress, International Christian Studies Association, Pasadena, Cal. Contact: Oskar Gruehn, Suite 11, 2828 Third Street, Santa Monica, Cal. 90403.

■ 27-31: Students. "National TRENDS Conference: Choosing Your Own Direction," National Council on Alcoholism and Drug Abuse, St. Louis. Contact: NCADA, (314) 962-3456.

■ 28-31: Social sciences. "The Clash of Cultures—Past, Present, and Future," symposium, National Social Science Association, Walkers Beach Resort Hotel, Honolulu. Contact: (619) 448-4709.

■ 28-31: Critical thinking. "Critical Thinking and Educational Reform: Cultivating the Reasoning Mind—Teaching, Testing, Standards, and Assessment," conference, Sonoma State University, Rohnert Park, Cal. Contact: (707) 664-2940.

■ 28-31: Student-success courses. "Four-day workshop on student-success courses," College Survival Inc., San Diego. Contact: (800) 528-8323.

■ 28-31: Faculty development. "Faculty Development Institute: Enhancing the Learning Experience," University of Prince Edward Island, Charlottetown, Prince Edward Island. Contact: Ian MacDonald, (902) 566-0440.

■ 28-31: Administration. "Business Management Institute," Western Association of College and University Business Officers, Santa Barbara, Cal. Contact: Patrick Armstrong, (415) 338-7056.

■ 28-31: Geography. "Quadrilateral meeting, International Geographical Union," Washington. Contact: IUG, (918) 585-3045, or Christine H. O'Toole, (412) 341-6509.

■ 28-31: Research. "Human Science Research: Methods and Models," short course, Saybrook Institute, Laval, France. Contact: Saybrook Institute, (414) 344-5034.

■ 28-31: Writing. Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judi Smith, (914) 758-7484.

■ 29-30: Environment. "Environmental Degradation, Population Displacement, and Global Security," Institute, Universi-

ty of Victoria, Whistler, British Columbia. Contact: Justin Longo, (604) 721-7640.

■ 29-30: Perspectives. "Conference, Nuffield Endowment for the Humanities and Harvard University, Cambridge, Mass. Contact: Jonathan Goldstein, (404) 382-6508, fax (404) 382-6720.

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■ 29-30: Congress. "Advanced Legislative Series of Workshops," Congressional Quarterly Inc., Washington, Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.

■ 29-30: Congress. "Simplifying for Working School," Planned Giving—October, The Fundraising School, 1512 Beach Street, Suite 100, San Francisco, Calif. Contact: Michael T. Stotts, (415) 347-0551, ext. 483.

■ 29-30: Congress. "The Role of Philosophy in the Formation of a United Europe," symposium, International Center of Philosophy and Interdisciplinary Research, Zaragoza-Olympia, Zaragoza, Spain.

■ 29-30: Mathematics. "Stability and Change in Stratification Systems," conference, International Association for Computer Information Systems, Marriott Hotel, Washington, D.C. 20036; (202) 429-0311, ext. 6, fax (202) 429-0311, ext. 125.

■ 29-30: Computers. "Information Systems: A Look Toward the 21st Century," annual conference, International Association for Computer Information Systems, Marriott Hotel, Washington, D.C. 20036; (202) 429-0311, ext. 6, fax (202) 429-0311, ext. 125.

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